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**WRITER IDENTITY, SELF-OTHER RELATIONS AND
WRITING STRATEGIES IN THE NARRATIVES OF NIGERIAN
SECOND LANGUAGE LEARNERS**



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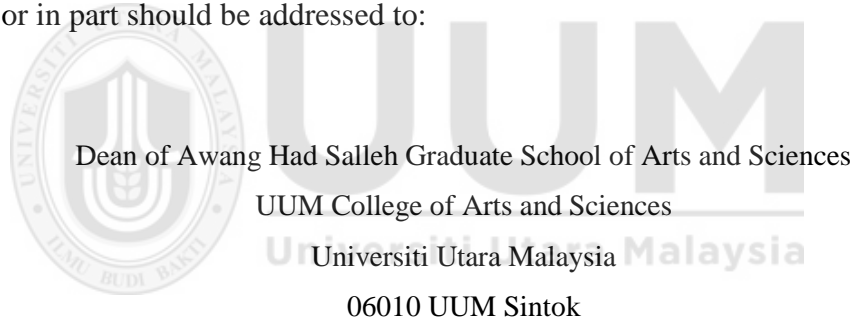
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Abstrak

Penggunaan bahasa adalah penting bagi memahami identiti penulis dalam wacana tulis. Memandangkan penulis menghasilkan karya untuk orang lain, pemahaman mendalam diperlukan untuk mengetahui bagaimana pelajar sebagai penulis memaparkan identiti dan mengaitkan hubungan dengan orang lain dalam penulisan. Kajian terdahulu lebih tertumpu kepada identiti yang dipaparkan melalui wacana lisan. Namun begitu, kajian berkaitan identiti penulis dan hubungannya dengan orang lain dalam wacana tulis bahasa kedua amat sedikit diketahui dalam kalangan pelajar Nigeria. Justeru, kajian ini meneroka bagaimana pelajar sekolah menengah awam di Nigeria menceritakan pengalaman semasa menengah rendah. Kajian juga meneliti strategi yang digunakan dalam mengolah ide dan hubungan dengan orang lain dalam penulisan. Kajian bertujuan untuk memahami bagaimana identiti dan hubungan dengan orang lain terjalin apabila pelajar menyuarakan ide mereka dalam bahasa tulis. Data dikumpul melalui persampelan bertujuan yang terdiri daripada empat-puluh lima naratif tulis pelajar, transkrip temu bual mendalam, nota pemerhatian dalam kelas dan ditafsir melalui pendekatan analitik wacana. Dapatan kajian mendedahkan pelbagai cara seseorang itu berhubung dengan orang lain dalam penulisan iaitu melalui penggunaan kata pinjaman, kata nama, kata ganti, perkataan yang memaparkan penghargaan, penghormatan dan sikap mengambil berat dalam naratif mereka. Kajian ini menimbulkan kesedaran bukan sahaja mengenai diri sebagai penulis tetapi juga mengenai hubungan dengan orang lain dan strategi dalam penulisan. Ia menyumbang kepada pemahaman diri penulis, strategi yang digunakan dan kaitannya dengan orang lain dalam penulisan. Ia juga menekankan keperluan bagi pendidik untuk memberi perhatian kepada kebolehan menulis dalam bahasa kedua dan tidak hanya melihat kepada hasil penulisan. Sebaliknya, penulisan berupaya mengetengahkan suara penulis yang berhubungkait dengan identiti, budaya dan latar belakang sosial. Kajian selanjutnya perlu meneliti bagaimana pembentukan identiti diri dan dengan orang lain dipaparkan dalam genre tulis yang lain terutamanya penulisan akademik selaras dengan identiti, stail, pandangan dan pengetahuan seseorang penulis dalam penulisan bahasa Inggeris.

Kata kunci: Identiti penulis, Perhubungan diri-orang lain, Strategi penulisan, Naratif, Nigeria

Abstract

Language use is important in understanding the identity of the author in a written discourse. Given that the author produces the writing for the *other*, an in-depth understanding of how students display identities to relate to others in writing is needed. Previous studies mainly examined how identity is displayed in spoken discourse. However, little is known about the construction of writer's identity and that of the *other* in second language writing among Nigerian students. Thus, this study explores how public secondary school students in Nigeria narrate their junior year experiences. It also examines the strategies used in constructing ideas and connections with the *other* in writing. The study seeks to understand how identity and self-other relations are embedded in the students' written language as they communicate their ideas. Data were collected using purposive sampling comprising forty-five students' written narratives, transcriptions of in-depth interviews, notes from classroom observations and interpreted through a discourse analytical approach. The findings reveal varied ways the self relates to others in writing, that is, through loan words, nouns, pronouns and words that convey appreciation, salutation, and care in their narratives. The study creates awareness of not only self as the writer but also about the relations with the other and the strategies in writing. It contributes to the understanding of writer identity, the strategies used and the relevance of others in writing. It also reinforces the need for educators to give attention to second language writing ability and see writing as not only the product. Rather, writing speaks volumes about the author's voice which relates to identity, culture and social background. Future research should explore how identity and self-other construction are reflected in other written genres, specifically, in academic writing, given the cultural identity of the author, style, positioning and knowledge about writing in English.

Keywords: Writer identity, *Self-Other* relations, Writing strategies, Narrative, Nigeria.

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List of Abbreviations

AMC	Aliyu Mustapha College
EFL	English as a Foreign Language
ESL	English as a Second Language
GSS	Government Secondary School
JAMB	Joint Admission and Matriculation Board
L2	Second Language
NCE	National Certificate in Education
NECO	National Examination Council
NFG	Nigeria Federal Government
NNS	Non-Native Speakers
NNSE	Non-Native Speakers of English
NPC	National Population Commission
NPE	National Policy on Education
NTI	National Teachers Institute
SLA	Second Language Acquisition
SS 2	Senior Secondary Two
TFL	Teaching Foreign Language
TSL	Teaching Second Language
UNESCO	The United Nations Educational, Scientific and Cultural Organization
WAEC	West African Examination Council

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The writing skill is considered important to all disciplines of endeavors including how identity and self-other relations are constantly constructed and re-constructed through the medium of language as people continue to interact with each other (Partridge, 2006). The product of writing is always made for the readers as the target audience (Hyland, 2018; Olofsson & Lindberg, 2018; Seloni, 2018). Writing is indeed a challenging skill for many people, in particular, the non-native speakers (NNS) of English. Writing is also seen as a private task, an individual act, which suggests that often times when constructing ideas, the writer thinks and works alone in the composing process yet it is a social act (Hirvela, 1999; 2004; Murray, 1992). The writer makes sense of what he or she writes through the knowledge of language use and style in an attempt to make the readers understand.

In doing so, the writer is making an effort to communicate with the reader, and to associate the reader with their sensemaking approach. Writing skill is important particularly to second language learners (L2) learners because firstly it can help them improve their knowledge of vocabulary and grammar. Secondly, writing is a significant skill to succeed on the other kinds of language skills. Thirdly, it helps in understanding and promoting science and technology. Also it helps in training and preparing people in securing employment. Finally, writing skill assists non-native speakers of English (NNSE) students to perform well in their academic pursuits (Ezeokoli & Patience, 2016; Huy, 2015).

Given the significance of writing strategies, it is necessary for both teachers and students not to take writing for granted. The skill of writing is important to the native and non-native writers apart from reading, speaking, and listening (Amoruwa, 2008). The four basic skills are grouped into two broad types, that is, productive and receptive skills. The productive skills include writing and speaking. Meanwhile, the receptive skills include listening and reading (Dan'azumi, 1998; Fakuade, 2007; Nwogu, 2008). Given that the non-native writers of English language (NNSE) are having problems in the correct use of grammatical rules, the use of appropriate vocabularies, poor presentation of ideas and poor expression (Darus & Subramaniam, 2009; Ezeokoli & Patience, 2016; Huy, 2015; Zhou, 2009) in the process of writing a text or essay that leads to more challenges.

Positioning or alignment attracted the attention or interest of teeming researchers in language and linguistics studies. Beltran (2010) conducted a research study with the aim of exploring how students and teachers build language competency at school. The findings of the study show that teachers should create learning environment that targeted at re-positioning learners as competence language users and language training. In addition, Warwick (2007) carried out a study on social positioning, classroom discourse and language learning. The findings reveal that the student admitted through her position in the text that she is a homemaker. Also, another participant revealed how she positioned herself in the classroom context. Yoon (2008) focused on exploring the position of English language students in the classroom situation. The findings of the research study reveal that teachers' opinions of their functions differ in relation to their positioning of themselves as teachers for

all students, as also teachers for full time education students, or as teachers for a particular discipline.

Many research studies have been carried out on the 'identity' phenomenon through the medium of writing in different domains across the globe such as text assessment (Giguet, 1995), speech recognition (Coulthard, 1997), information technology (Constable, & Simon, 2000), criminal identification (Singh, 2006), and language identity (Ljubescic, 2007). Studies also have been conducted on exploring identity in writing particularly in northern Nigeria (Chamo, 2011; Muhammad, Nair, & Singh, 2016). On the other hand, identity is closely associated with the act of written communication. Language use helps in constructing identity of the writer through the medium of writing by the means of the writer's accent, dialect, and language variation. Such variations are necessary if the classification is based on gender, age, or registers (Edward, 2009). But not much has been done on the secondary school students' writing in relation to how particular language patterns reflect identity and making reference or associating with others.

The skill of writing is important to the writer apart from reading, speaking and listening (Amoruwa, 2008). The four basic skills are grouped into two broad types; the productive and receptive skills. The productive skills include writing and speaking. The receptive skills include listening and reading (Dan' azumi, 1998; Fakuade, 2007; Nwogu, 2008). Writing skill is important to the non-native students to improve their knowledge of vocabulary and grammar. It helps in understanding and promoting science and technology. Also, it helps in training and preparing

people in securing employment. Writing skill assists the non-native students to perform well in their academic pursuits (Ezeokoli & Patience, 2016; Huy, 2015).

Academic discourse is one type of writing that is taught to secondary school students as part of their English language syllabus for native and non-native students of English. However, it assumes diverse expressions in different areas of studies. It also used as a medium of communication within and among the various genres of discourse found at different levels of education such as secondary schools, colleges or universities (Porter, 1986). The ability to construct written texts based on the formal conventions of writing, to know what is required in a written discourse by the teaming writers, and to take into account what criteria are appropriate for examination and discussion are all compulsory to any writer that needs to identify with a specific genre of academic discourse (Bizzell, 1992; Harris, 1989; Porter, 1986). As student-writers come into contact with different varieties of academic writing during their course of academic pursue, they are confronted with the realities that each has its own part of understanding and communicating about that experience. Similarly, they are faced with the challenge of learning how to identify relevant ideas, think, and present those ideas through the means of writing, within the specific guidelines that are generally acceptable to each specific discourse community.

Given that non-native students are often confronted with problems when using different strategies in writing a piece of text or essay as revealed by a number of research studies (Darus & Subramaniam, 2009; Ezeokoli & Patience, 2016; Huy,

2015; Zhou, 2009), such as having poor knowledge of grammar rules, poor uses of vocabulary, poor presentation of ideas and poor expression, this leads to more challenges towards students' writing, particularly non-native writers of English language.

In Nigeria, a number of researches have been conducted on students' writing. The studies reveal that students are weak in terms of writing essays in English as a second (ESL) and foreign language (EFL) (Asokhia, 2009; Ezeokoli & Ezenandu, 2013; Ogunyemi, 2014; Oladunjoye, 2005). As such, it is vital to examine how secondary school students construct their narrative writing.

Given the significance of writing skill for the non-native students and the public in Nigeria to master, writing is taught as part of the core syllabus and curriculum. Writing is a compulsory section of English language exams in Nigerian secondary schools which is prepared and administered by West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB). All these examination bodies are responsible for preparing, conducting and marking of the secondary school students' examination papers in preparation for higher education.

Despite giant efforts from the government and school administrators in providing materials and conducive atmosphere in teaching writing skill in Adamawa, the WAEC report (2007-2013) revealed that the performance of secondary school students in Nigeria is not encouraging in essay writing which stands at slightly more

than forty percent (41.7) of the total marks (2016). Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2012) report reveals that the literacy rate stands at approximately forty percent of the total population of Adamawa state, as projected by the National Population Commission (NPC, 2012) which is slightly more than three million people. This figure indicates that about two thirds of the people are not able to read and write. Similarly, with approximately one hundred and eight million people in Nigeria projected by the (NPC, 2017), the country has a literacy level of approximately fifty percent (UNESCO, 2012). This means that only half of the country's population is able to read and write.

It is important to understand that writing is a language skill that complements the other skills because as a language user, one must be conversant with the four skills in order to perform optimally in an academic context. Similarly, the act of reading complements writing in English among writers because without reading the writer cannot have the needed ideas to write a piece of a written text (Brewer, 2019; Kusdermir & Bulnut; 2018; Sehyr, Giezen & Emmorey, 2018). This thesis discusses the writer identity and self-other relations in the Nigerian secondary school students' writing. It also explores the strategies used in constructing the ideas in writing. Much can be revealed on how non-native speakers of English narrate their ideas in second language writing and share their thoughts about what they have written.

1.1.1 Nigeria: The Status of Secondary School Education and English Language

In Nigeria, writing is a component of the English language syllabus at all levels of education; Similarly, writing is a compulsory section of English language exams in

Nigerian secondary schools which is prepared and administered by the West African Examination Council (WAEC), National Examination Council (NECO) and Joint Admission and Matriculation Board (JAMB). All these examination bodies are responsible for preparing, conducting, and marking of the secondary school students' exam questions in preparing students for higher education.

The secondary school education is obtained after the primary education and before the tertiary education (Fabunmi, 2005; NPE, 1998). The main objective is to provide the citizens the required training for good living in the immediate and larger society and equally provides adequate training for tertiary education (Eligiamusoe, 2012; Fabunmi, 2005; NPE, 2004). Garba (2012) maintained that the minimum teaching qualification in Nigerian secondary schools is having an undergraduate degree. But at present, holders of National Certificate in Education (NCE) comprise the majority of teaching staff at the secondary schools in the country. The reason can be based on poor remuneration of teachers which contribute to poor interest on teaching profession by most graduates. Yet, the situation seems alarming. This draws attention to the secondary school students who need to perform considerably well in English language to enable them to pursue to higher education institutions.

Secondary school education in Nigeria enjoyed and received the attention and interest of teeming researchers with a lot of findings. This means irrespective of public or private secondary schools. Adebayo (2009) conducted a research study focusing on 'parents' preference for private schools in Nigeria'. The findings of the study show that the reasons of parents interest in private secondary schools are

availability of trained teaching staff, control of number of students per class, conducive atmosphere for teaching and learning, total implementation of curriculum and syllabus, passing of students in end of school exams such as senior secondary school exams (SSCE). The reasons highlighted above from the findings of Adebayo (2009) research study are the factors behind parents' preference for private secondary schools in Nigeria.

In addition, Eligiamusoe (2012) carried out a research study on the 'involvement of private organizations in secondary education in Nigeria. The study reveals that the students in private secondary schools performance are more far encouraging than that of public secondary schools. Secondly, private secondary schools have adequate infrastructure than public secondary schools in Nigeria. Thirdly, private secondary schools assist little to the development of manpower to the nation than public secondary schools in Nigeria. Finally, Garba (2012) conducted a research study with the sole aim of exploring secondary education in Nigeria. The finding of the study reveals that there a need for an organize forum that is responsible for attending to students problems and complains in order to achieve the desire objectives of secondary education in Nigeria.

With the growing number of public and private secondary schools in Nigeria, the secondary school level of education is suffering many challenges that affect teaching and learning activities. The challenges have been identified as corruption, poor teaching and learning environment, inadequate trained and professional teachers, poor monitoring and supervision mechanism, and staff development in training and

retraining of the teaching staff (Ajayi, 2000; Balongun, 2010 Eligiamusoe, 2012; Jisse, 2010; Kawu, 2007). All these contribute to the slow progress of the secondary school education in the country.

Governments at all levels in Nigeria are doing their best and putting more efforts to improve and solve these challenges or problems of secondary school education. As such, private people and organizations which include philanthropists and religious bodies start to develop interest in contributing to the building of schools, in particular, the secondary schools with the aim of improving and promoting secondary school education. This is essential given that English language is used as an official language in Nigeria. English is the L2 after the three major Nigerian languages, namely, Hausa, Igbo and Yoruba respectively. English is taught as a subject and is compulsory in both public and private schools according to the National Policy of Education (NPE; 2004).

The Federal Ministry of Education emphasizes that the English language should be used as a language of instruction at all secondary schools and universities. It is a pre-requisite to pass the subject in order to fulfill the requirements for admission into tertiary education in Nigerian Universities, Polytechnics, and colleges respectively. Presently, some conventional universities offered first, second, and third degrees in general English and other related courses with English such as literature in English, English linguistics, English education, English for specific purposes and applied English linguistics. In addition, English language is also used as a dominant language

of the media in public and private media stations such as television stations, radio stations, and newspapers throughout Nigeria.

1.2 Statement of the Problem

Not much has been done on the understanding of the secondary school students' writing, with regard to writer identity and how the writer addresses the other in Nigeria. Often times, teachers are focused on how well students write, and the grammatical errors they commit. The relationship between students as writers and the other (readers) is not seen as relevant or important. Given that understanding the self of the writer is challenging in both written and spoken discourse, this study focuses on how the construction of identity is embedded in the students' writing at the secondary level. This is the case as the 'other' is often taken for granted by the students in writing.

Nigerian secondary school students have been exposed to writing in English as a second language from their junior school years. Yet, the English teachers tend to give more emphasis on the grammar aspects of English such as how to use appropriate punctuation marks, tenses, and choice of words as mentioned. This study is thus considered timely especially in today's world of digitalization where people are exposed to many forms of writing on the social media. Thus, researchers ought to examine how the students reveal about and position themselves in writing. The report from the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016) revealed that the literacy level in Nigeria is only slightly more than fifty percent of the country's total population, which is approximately 180 million

people according to National Population Commission projection (NPC, 2017). Similarly, Adamawa state has a literacy level of only forty percent (UNESCO, 2016) of the total population, which is slightly more than three million (NPC, 2017). This means it is only a small fraction of the population that can read and write. The West African Examination Council (WAEC) report (2007-2016) revealed the alarming rate of existing problem of poor performance of Nigerian secondary school students in English essay writing which indicates that these students obtained only slightly forty one percent out of the total exams marks of hundred percent.

Almost all the previous studies on identity construction were conducted in Saudi Arabia, Kenya, Malaysia, Toronto, and Western countries which include (Elyas, 2014; Mulila- Matei, 2014, Muhammad, Nair, & Singh, 2016; Velasquez, 2010). The studies revealed how authors relate their identities with the environment in which they exist (Elyas, 2014). Very few of these researches have attempted to explore identity and self-other relations in secondary school students level of writing. A review of past studies have indicated that identity and self-other have been explored on several areas such as gender identity in Wamitila's novel (Mulila- Matei, 2014), identity in language learning (Laura & Donald, 2001; Lisa, & Esperanza, 2011; Maria, 2010; Simon, & Donald, 2001), bilingual code switching (Velasquez, 2010), identity features in post graduate descriptive essay (Muhammad, Nair, & Singh, 2016), identity in Hausa language of youth generation (Chamo, 2011). All these studies have not geared towards the constructs such as self-other, secondary school students and narrative writing which this present study examines.

Writing is an important skill that cannot be ignored in an academic environment. Writing skill plays a significant role with regards to students' success in their academic pursues (Cummings & Petscher, 2015; Graham & Perin, 2007; Stucky, Kirkwood & Donders, 2014). There have been many studies (Elyas, 2014; Muhammad, Nair, & Singh, 2016; Nwogu, 2008) on the types of writing task such as descriptive essay, argumentative essay, and letter writing at secondary school level of education across the globe and in particular Nigeria. Yet, very few studies (Darus & Subramaniam, 2009; Fakuade, 2008; Nwogu, 2007) focus on narrative writing even though student-writers have interest in narrating about personal selves. Based on these reasons, this thesis focuses on narrative writing (Beheshti, 2015; Connelly, Dockrell & Barnett, 2005; Darus & Subramaniam, 2009; Ferdous, 2015; Huy, 2015). The challenges lead to poor written work.

In Nigeria, the secondary school students' performance in writing essays has dropped tremendously as a result of unfamiliarity with new vocabularies, rules of grammar and poor attitude to the English subject (Ezeokoli & Patience, 2016). As a researcher and insider being a (Nigerian), I gain insights into the secondary school student's performance in writing essays, which is fairly good. In addition, I believes that with the participation of the English teachers and students in this study, it can help to improve and enhance the teaching and learning of essay writing.

1.3 Research Objectives

The general aim of this study is to explore how writer identity is reflected in the Adamawa secondary school students' written narratives in English language classroom. The specific research objectives are presented below:

1. To identify the ways in which students reveal their identities through the use of language in writing narratives.
2. To examine the students' use of language in associating with the *other* in writing narratives.
3. To explore the strategies used by the students in narrating personal experience in their writing.

1.4 Research Questions

The following are the research questions that guide the study:

1. How do the students reveal their identities in the written narratives?
2. How do the student-writers use language to associate with the *other* in writing narratives?
3. What are the strategies used by the students in narrating personal experience in the writing?

1.5 Significance of the Study

The study highlights several contributions that assist not only students, but also, teachers, educators, and curriculum planners. It contributes to the knowledge of interrelationship between identity and self-other relations in secondary school

students' written work, in particular, the narrative essay. The work enriches the existing literature in a number of ways.

The study contributes in understanding how the student-writers use their knowledge of linguistics elements such as Arabic words, nouns, pronouns, and supporting details in displaying their own identities through the medium of writing and it reveals students' ways of writing narrative. This contribution aligns with the findings of some scholars such as (Chamo, 2011; Elyas, 2014; Flowerdew, & Wang, 2015; Muhammad, Nair & Singh, 2016). Also, previous researchers have focused on each of these constructs namely, identity, self-other relations and narrative essay in different contexts.

In this thesis, I explore how such constructs are embedded in the writing by Nigerian secondary school students. Similarly, by doing a critical analysis of the students' narrative essays in which little works have been carried out on author differentiation and author social backgrounds, the study can gain insight into understanding the writers' identities, self-other relations, and writing strategies. Also, such understanding was further enhanced by interviewing the students as writers. It also used multiple tools in collecting data such as samples of students written essay, in-depth interviews, and classroom observation during the writing task. The multiprong method enables the researcher to explore deeply the identity and self-other relations in the L2 writing of the ESL learners.

Pedagogically, the findings of this study are useful to the teachers and students in general and in particular in how students construct identity and relate to others in writing. The study is essential in enhancing and promoting the students' writing, in particular, the narrative essay with reference to writers' identity, and self-other relations.

1.6 The Scope of the Study

This research is qualitative in nature. It explores how the construction of identity and the other are reflected in the written work. The study focuses on teenage students from Adamawa state, in the north eastern region of Nigeria. The participants are form five secondary school students and their English teachers. The students are in senior secondary school (Form five) whose age ranges from fifteen and nineteen years old. The units of analysis of this study are the sample narrative writing of these students. The selected schools comprised boys and girls.

Similarly, the area of the study is in Adamawa state, Nigeria (Figure 1.1). The state is one of the thirty six states that constitute Nigeria. It is located in the north eastern part of the country. The rationale behind considering Adamawa is because of its multi-ethnic and religious diversity. The three public secondary schools selected for the study include Government Secondary School Mayo Belwa (GSS, Mayo Belwa), Aliyu Mustapha College Yola (AMC, Yola), and Government Secondary School Mubi (GSS, Mubi). They represent the three senatorial zones in the Adamawa state namely Southern, Central and Northern zones (Figure 1.2). The state is one the thirty

six states that constitutes the present Nigeria (Figure 1.1). Similarly, all the three schools are public secondary schools established between 1960s and 1970s. The reason for selecting the three schools was due to the fact that they consist of multi-ethnic groups. Thus, the researcher can have participants from different social and educational backgrounds to gauge the writing performance. Such demographic factors can raise awareness among the teachers on the students' English language learning ability. Teachers can then find ways of assisting the students more meaningfully. The awareness can help the researcher, who is a teacher, and Nigerian, as well as other future researchers, to know the social and contextual factors of students in L2 writing.



Figure 1.1. Map of Nigeria: Adamawa State
Source: Federal Ministry of Information, Culture, and Tourism (2007)

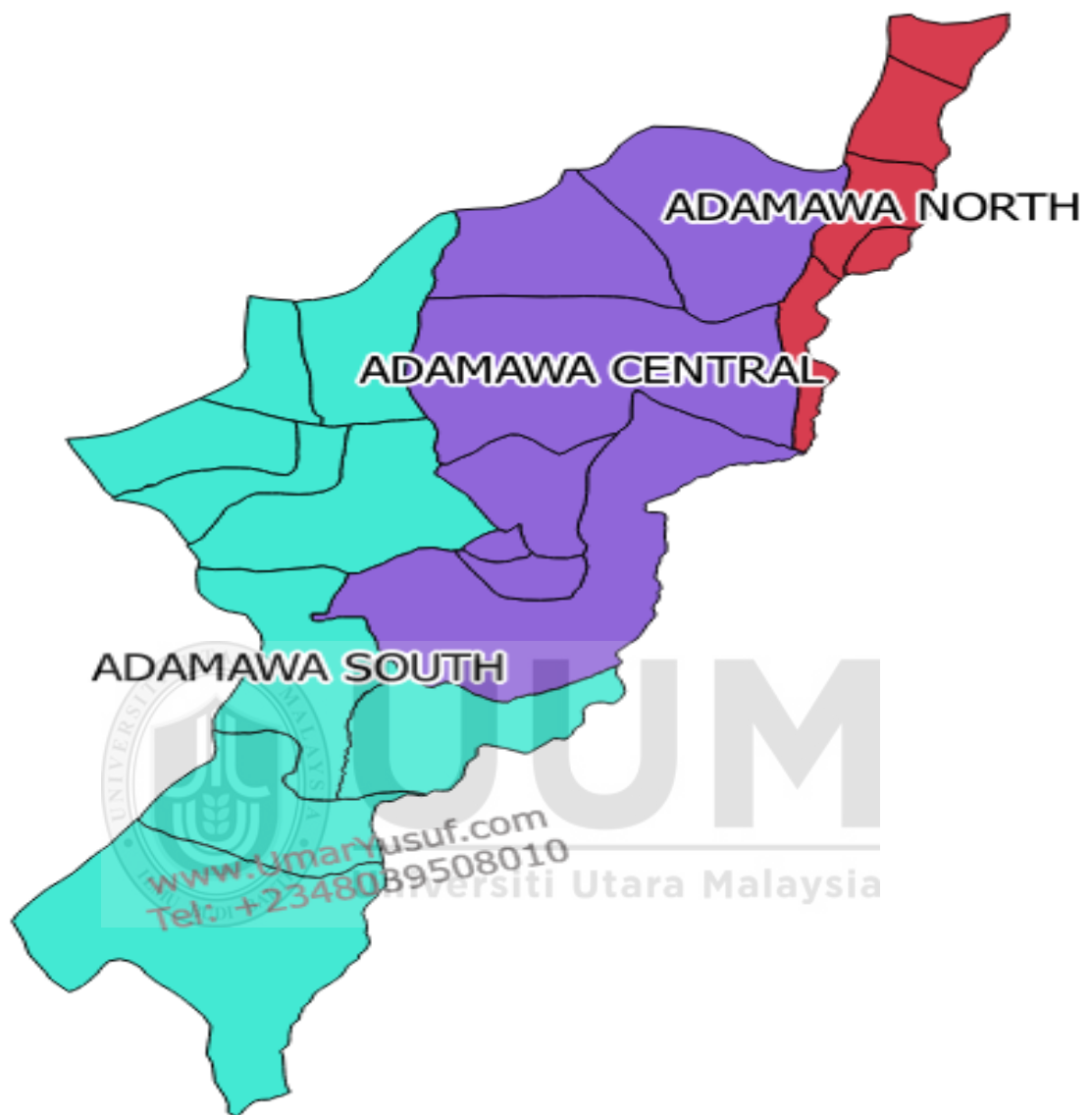


Figure 1.2. Map of Adamawa State in Nigeria: The Three Zones
Source: Adamawa State Ministry of Information, Culture, and Tourism

1.7 Definitions of Key Terms

Below are the definitions of the words used in this study:

Identity: It is a process in which individuals and groups refer to themselves and are referred by others on the angle of skin, tribe, believe, language and tradition or it can

be viewed as a way of making sense of some aspects or parts of self concept (Eriksen, 2002).

Writer Identity: This reflects understanding the writer through peculiar features in the context of his/her writing (Heller, 2007).

Self: This refers to the writer or author as portrayed in a written discourse to the readers (Goffman, 1978).

The Other: This term ‘the other’ refers to the readers of a written text (Cohen, 1988).

Writing Strategies: It refers to series of actions that are required by the writer to use in order to produce a coherent written text (Hyland, 2018).

Narrative Writing: This writing task that is aimed at conveying real or imaginary story through the act of written text (Fakuade, 2007).

1.8 Organization of the Thesis

The first chapter presents the background of the study in relation to writer identity, self-other relations and writing strategies among non-native writers of English language. It also discusses the status of English language writing in Nigeria with special reference to the secondary school education. It provides details of the setting of the research, statement of the problem, research objectives and questions, significance of the study, scope of the study, and definitions of relevant terms.

Chapter two provides an in-depth review of the related literature on the understanding of identity, self-other relations and writing strategies. It discusses the

guiding theories used in the study and it concludes with a summary of the entire chapter.

Chapter three discusses the data collection and data analysis. It discusses the tools that were used to collect the data, using samples of the students' writing, in-depth interviews and classroom observation. It explains the procedures that were adopted in analyzing the data. The chapter also discusses the validity, reliability of the data.

Chapter four of the study presents the findings and emerging themes in relation to writer identity, self-other relations and writing strategies.

Chapter five discusses the writer identity, self-other relations and writing strategies as reflected in the secondary school students' writing. It highlights the relevance of such elements to the teaching and learning of L2 writing. It also discusses the language use and the role it plays in revealing identities, self-other relations and writing strategies.

Chapter six presents a summary and revisits the study by providing several implications and recommendations for future research.

1.9 Summary

This chapter provides a brief background of identity, self-other relations and writing strategies among non-native writers of English language. The chapter also discusses research objectives, research questions, the significance and the scope of the study.

The chapter ends with the definitions of some key terms and organization of the thesis. The following chapter presents the review of the related literature on writer identity, self-other relations, and writing strategies.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature in the studies of writing among second language learners and in particular among the students of English in Nigeria. It discusses writer identity, self-other relations and writing strategies. It also shares the findings of related empirical studies on writing and narrative discourse.

2.2 Understanding the Notion of Identity

The concept identity can be found in areas of political science, sociology, government, anthropology, history and linguistics particularly in second language writing. Deng (1995) and Smith (2013) asserted that identity is a process in which people refer to themselves and are referred by others on the basis of color, tribe, belief, language, and traditions. Heller (2007) maintained that the term identity is a gradual way of interaction between two or more interlocutors. Paltridge (2006) viewed identity as something that is constructed not natural. Bamberg (2009) defined identity as a means of separating and incorporate a sense of self through series of social and personal attributes namely gender, age, ethnic affiliations, occupation, socio-economic background, and nationality. Meanwhile, Velasquez (2010) claimed that identity has a cordial relation with space and time. This means that when a person is born in one country, the person will identify himself as part of that environment and to the cultural setting associated with that specific area. Similarly, Hall (2013) claimed that linguistic resources have the significant roles in

communicating people's identities through written discourse to the understanding of the others. Inouye et al. (2019) explored non-native writers' constructs their own academic identity particularly in a doctoral writing. Forty articles were collected as sample data and analyzed. The study found that there is a great influence of feedback on critical thinking, which is seen as important strategy to doctoral thesis writing.

Mjestables et al. (2019) examined the emergence of a grey area where media hobbies become professionalization opportunities for the industries. The study employed a mixed method approach in the process of collecting and analyzing the data. The result reveals three main areas of professionalization as video games, creative writing, and social networks. Venalainen (2019) explored how contradictory positioning play out and are discursively negotiated in Finnish online discussions of female-inflicted intimate partner violence. The data were collected through interviewing the selected participants. The findings demonstrated how two types of positioning of men are highlighted as neglected victims and naturally perpetrators. Zachariah et al. (2018) investigated the various text independent writers' identification as displayed in the context of written texts. Isik-Tas (2018) explored how authorial identity is represented through the use of first person pronouns. The study used corpus and interview-based analysis in collecting and analyzing the data. One hundred and thirty sociology research articles were used as the samples data. Chiu (2016) explored how student-writers used personal statements in an effort of constructing their own identities through the medium of writing. The study engaged twenty-one PhD students from United Kingdom and United State of America based

university. The study reveals that the rhetorical moves and the constructions of written identity are associated with their sense of writer positioning, sensitivity to target audience, and the context for this act of writing. Seban and Tavsanlı (2015) examined the identity construction of second grade learners who identified as successful, average or struggling in their first time engagement with writing workshops. The study collected and analyzed the data obtained through twenty-seven grade students as interviewees. Similarly, four themes emerges from the participants' responses which comprise the purposes of writing, opinions about writers on the act of writing, process of writing, and competence in the skill of writing.

In addition, Gaunlett (2008) and Smith (2013) classified identity into four different kinds. The first one, known as master identity includes nationality, gender, ethnicity, and age. The second one is interactional identities which refer to the functions people take in a communicative context with other group of people. The third is personal identity that consists of honest, forth right and gossip while the fourth identity is relational identity. Even though there are numerous research studies conducted on identity construction (Dowling, 2011; Elyas, 2014; McCarthy, 2001; Mulila-Matei, 2014; Muhammad, Nair and Singh, 2016; Valasquez, 2010), the studies do not consider factors such as (author/writer) positioning and self- other relations in the written texts. Similar studies focused on identity in the academic writing (Flowerdew & Wang, 2015; Ivanic, 1998; Morton & Gray, 2010; Matsunda, 2015; Muhammad, Nair, & Singh, 2016). The studies reveal that the students' attempt to refer to their identities in their school environment because of the familiarity of the area. Some researchers examined identity in relation to learning English as a foreign language

(Elyas 2014; Byfield et al 2015; Guerra 2012; Norton& Toohey 2011; Preece 2009; Petric 2010). They reveal that the identity of the learners influence their learning of a foreign language. Saha (2014) investigated how Bangladeshi second language students construct and communicate their identities as writers in writing. Semi-structured interviews and samples of writing were used as the data. The results show that the participants construct their identities through the means of literary practices.

A number of research studies have been conducted on a topic cultural identity in discourse (Hall & Nlepe, 2015; Jackson, 2008). The studies reveal that cultural identity helps in exploring writers' identity in relation to their tribes. Similarly, Adogba, et al. (2018) explored how identity crisis affects Ghanaian learners of English as a second language. The findings reveal that the crisis emerged as a result of over expectation of parents from their children, pedagogical related issues and absents of political will have contributed towards given way to the problem of identity crises among Ghanaian learners of English. Also, the study suggests that stakeholders in education must change their attitudes towards the local languages in Ghana.

Meanwhile, Teer (2013) examined the kinds of learning motivation and how its influence self identity of Thai English major students. Two hundred and forty eight questionnaires were distributed to the students' participants. Also, ten students were randomly selected for the interviews. The findings reveal that the participants' demonstrated self-confidence as their self- identity continues changing. Mahmood and Hassan (2018) investigated how learning of English by Kurdish EFL learners

creates changes in their self-identity. The data were collected and analyzed using one hundred and fifty questionnaires administered to students of three different universities in Kurdistan. The findings reveal that Kurdish learners enjoyed using English language as a medium of communication and they also believe that there is a relationship between English and Kurdish languages.

Bouvier (2012) explored how undergraduate students in Cardiff, Wales display identity on their face-book profiles. The study based its analysis of responses from a questionnaire and interviews with one hundred students from Media and Communication degrees at the University of Glamorgan. The study shows that the most frequent displayed identity categories by the students in their face-book page include the nationalist identity categories, biological ethnic classification, and lifestyle identities. Bulgasim (2013) examined how Libyan learners construct identity through their personnel narratives. Thirty samples narrative texts written by Libyan second language learners of English language. The study reveals that the students displayed their identities that relates to their personal, ethnic, social, and national features.

Javdan (2014) examined the manifestation of identity in second language writing through the use of the concept voice. The study reveals that voice plays a significant role in determining the identity of a writer through the written text. It recommends that the material designers do more to help the teachers to improve in their teaching of writing particularly to second language learners of English. Lee (2017) examined how Korean students construct identity in narrative and argumentative writing. The

study used interviews, observation, and written texts as methods of data collection for eight weeks. The result demonstrates that the participants demonstrated confident identity in narrative texts although in argumentative texts they portrayed themselves as less-confident writers.

Behtash, Hashemi and Farokhipour (2017) examined how religious identity influences foreign language learning of an Iranian EFL learners. The study used twenty male students studying English as a foreign language in Iran. The result shows a strong negative correlation between the two variables which was significant. Also, the implications indicate that the study can be useful to the syllabus designers during the time of its review and also it can help English language in teaching writing to the second language learner. Similarly, Adnan (2017) explored the confronting challenges faced by English language teachers in the Malaysia national Islamic schools. The study employed the written narrative accounts, informal online and mobile exchanges, as well as face-to face interviews to collect data. The research used five English language teachers as participants. The result reveals the experiences, feelings and aspirations of the fifty English teachers in teaching second language learners in Malaysia.

Bonder (2016) examined how English language use affects the identity of immigrant women in a microenterprise development and investment program. The study employed in-depth interviews among eight participants who were low-income immigrants. The findings reveal how entrepreneurship helps in promoting positive identities by providing opportunities for immigrants. Tiina and Tarja (2010)

examined the relations between identity and language use in lingua franca contexts. The study used interviews to collect data. The results reveal how language users construct their identities through varieties of discourses. Mohamadi and Moktari (2016) explored the relationship between identity styles, reading and writing skills of Iranian EFL learners. The research selected one hundred and twenty participants for the study. The findings reveal that informational and normative identity styles were displayed whereas commitment identity was not displayed any significant relationships. Abd El Aziz (2018) discussed a female identity from the point of view of a female writer. The study used a novel titled, 'The Golden Notebook' written by Doris Lessing as a sample of the study. Similarly, studies were also found exploring discourses on politics and regional identity by scholars such as (Magalhaes 2017; Shrikarunaakaran, 2017). But, the studies only focused on identity not self-other relations. With this, the present study explores how Adamawa secondary school students narrate their junior experience and how that influences or is influenced by their (author/writer) identities.

2.2.1 Grammar and Identity

The knowledge of grammar plays a vital role in expressing the writers or speakers identity through written and spoken texts (Swales, & Feak, 1994). Mahmoud and El-Hamayed (2016) explored the way in which an intelligent system for the teaching of Arabic language to non-native students is applied. The findings reveal that the intelligent system in teaching Arabic language helps the understanding of Arabic grammar to non-native students. Jafarian et al. (2015) investigated the effects of educational level, age and gender to the present level of understanding to academic

rhetoric within a systemic functional grammar among the Iranian ESP teachers and ESP course students. The participants include ten ESP teachers and eighty-five masters and PhDs students of Islamic Azad University of Ilam. The results reveal that the educational degree and age play a role in establishing relationship with each other. Akbari (2014) explored how knowledge of grammar helps in the effectiveness of second language reading comprehension. The data were collected from second language learners. The findings indicate that competency of a student's grammar of a particular language enhances the use of that language by non-native speaker or writer.

2.2.2 Culture and Identity

Culture helps to display people's identity (Hall, 1997). For instance, Jaber (2015) explored Palestinian culture and its implication on teachers' classroom practices and student's cultural identity. The findings indicate that the Palestinian students' cultural identities are found in their written texts by using borrowed words from Arabic language. Fitri (2015) examined the Almunawar Arab community cultures in creating the place-bound identity in Musi Riparian. The data were collected through field observation and in-depth interviews. The result reveals that culture is part of the people's identity because of how it forms part of the people. Bingol et al. (2013) examined the relations that exist between organizational culture, identity and image within a pharmaceutical company. The participants comprised of ten Managers, thirty employees and eighty-five customers of the company. The finding demonstrates that there is a need for change of the current organizational culture. Egorova (2014) investigated the differences between Russian and British fairy tales

on the issues of reading comprehension. The data were collected using second language learners. The findings indicate that competency of students on a grammar of a particular language by a non-native speaker or writer has great importance towards the realization of academic pursue. Dalib et al. (2016) investigated how the students from different countries displayed their intercultural competence act in daily context. In-depth interviews were used in collecting the data. The result discusses two themes that portray how language is use in displaying intercultural relations among Malaysian students in a school environment. The study contributes in the realms of literature of intercultural communication.

Similarly, the diversity in language studies helps to explore the identity of the language user through written text to the audience (Tilman, 2001). Wordley et al. (2017) explored how agricultural intensification reduces functional diversity and increases trait filtering in a biodiversity hoots pot in India and environ. The findings indicate that diversity in agricultural activities has help in boosting crop and animal production in India and environ. Gomes et al. (2017) the study investigated how genetic diversity affects next generation anti malarial targets. The result shows that malaria parasites continue to resist anti malarial drugs today mostly in the third world countries. Li et al. (2017) conducted a comprehensive research on observation on thunderstorm in the Qunghai-Tibet area of Plateau state, Nigeria. The study used observation as a tool for data collection. The result reveals that the thunderstorm courses a lot of damages in areas that was occur. Abad et al. (2017) explored how gender diversity affects the affairs of corporate boards' management. The data were collected using Spanish sample. The findings reveal that there are changes in the

laws that have been introduced in many countries to increase the participation of Women Company directors by justifying that gender diverse have beneficial effects on stock market. Chen et al. (2017) the study conducted an investigation on genetic diversity and population structure analysis of accessions in the Chinese cowpea. The samples of the study consist of two hundred genies. The result reveals that genetic diversity helps in the rapid growth of population of Chinese. Similarly, this study explores how identities of Nigerian students affect their writing in a school environment.

2.2.3 Features of Identity

Features of identity comprise several elements which can help in giving the description of the person through written or spoken discourse. Several scholars discussed the phenomenon of identity and its features in different perspectives such as (Enock & Mark, 2009; Eckert & Ginet, 2003; Hurowitz, 1985; Hutchinson & Smith, 1996; Muhammad, Nair & Singh 2016; Mulila Matei, 2014). Some of these features that were discussed by these scholars include: ethnicity, nationality, religion, and gender.

2.2.3.1 Understanding Ethnicity

Ethnicity is a phenomenon that attracts the attention of researchers and scholars in today's world of knowledge, particularly in the developing countries such as Nigeria and other developing countries (Kalejaiye & Aliyyu, 2013). The concept has been defined by many scholars and in different ways. Some scholars used the variety of concepts including race, tribe and ethnicity simultaneously in their respective works

(Ushie & Aboh, 2013). But, others differentiate the terms, for instance, Hutchinson and Smith (1996) viewed the term ethnicity as a struggle of persons that considers personal faith in their ordinary decline, because of similarity of objectives of civilization. According to Hurowitz (1985), ethnicity refers to a legend of collective origin, which is usually related to its qualities and thought to be innate. Fearon and Laitin (2000) described ethnic group as a group larger than a family unit and theoretically is independent and is conventionally accepted as a group.

Meanwhile, Varshney (2002) defined ethnicity as a social identity attributed to a Landa (1994) examined the meaning of ethnic identity and its importance. The research shows that the definition of the term varies from one context to the other depending on the people and their geographical location. This means the term has no specific definition which is accepted globally. Enock and Mark's (2009) study reveals that ethnicity and nationality are paramount in displaying writers' identity particularly in written discourse. In Nigeria, for instance, Kalejaiye and Aliyyu (2013) explored the politics of ethnicity and social conflict. The study shows that politics of ethnicity and social conflict were responsible for the country's underdevelopment. Ushie and Aboh (2013) studied the work of Elechi Amadi, 'The Concubine', as an Igbo written prose. The findings reveal that the author employed specific linguistics elements such as proverbs, parts of speech, and dictions to convey Igbo ethnic identity in Nigeria. Meanwhile, Adeline and Innocent (2015) examined the implication of ethno-religious identities on governance in Nigeria. The study shows that ethno-religious identities play a vital role on governance in terms of decision making.

2.2.3.2 Nationality as a Writer Identity

Today, many people have nearly lost hopes in having harmonious situations because of the crises situations pervading the world (Smith, 1998). For instance, the term national derived its root from the word, 'nation'. Palmberg (1999) defined the term 'nation' as an indefinite concept used to describe citizens in relations to their confinement and origin. Smith (1991) maintained that the concept 'nation' means a politico geographic body with visibly recognized borders and is more generally referred to as the nation. However, Hutchinson and Smith (1994) viewed national identity as an intelligence political group of people which implies a specific public liberty and reasonably well demarcated and bordered territory. Similarly, Smith (1998) described national identity as a set of connotation owned by a known civilization that put it separately from other civilizations.

Recently the focus of scholars has moved to the emergence of national language to how nationality helps in displaying ones identity in both spoken and written discourse. As a result of this, the issue of elements of linguistics that suggest nationality as an identity has become a subject of discussion in colonized nations such as in Nigeria where it is a diverse society with several languages and co-existence of ethnic groups (Simpson, 2008). Akintola's (2012) study shows that the country has numerous problems concerning its national identity which include poor record keeping of the personal data of her citizens and marginalization of some minority groups. Ikechukwu and Onyibor (2016) explored the challenges of national identity and crisis of integration in Nigeria. They suggested ways of resolving the Nigerian challenges in relation to its national identity. Meanwhile, Okwuchukwu et

al. (2014) examined the problems confronting media houses towards promoting national identity in Nigeria. The findings demonstrate the peculiar problems which include biasness in reporting in terms of religion, ethnicity, and sectionalism.

2.2.3.3 Using Religion as a Form of Identity

Religions have been important to many people worldwide. The concepts religion and religious identity have continued to capture the attention of scholars in various areas of studies including linguistics, political science, and sociology. According to Anih (1992), religion is a structure of image of definite concern to its followers. King (2003), meanwhile, defined religion as an identification of the followers' roles in line with divine instruction.

Similarly, several studies on religious aspects have been conducted in Nigeria and elsewhere. Oppong (2013) explored the relationship between religion and identity from the dimension of one's faith. The research reveals that religion as a crucial identity plays an important role in constructing identity of a person. Rufai (2011) investigated how factors of power and religion were used in Nigerian political activities. The study reveals that religious sects and its identity were the major sources of power. John (2006) evaluated the continued use of ethnicity and religion as powerful identities in the politics of West Africa in particular Nigeria. The research explores that the rate of using religious identities is more pronounced than the use of ethnicity in the politics of West Africa more specifically, in Nigeria. This means religion and ethnicity are crucial factors in Nigeria politics. Afolabi (2015)

reveals that people used religious identities in order to achieve their personal political interests in Nigeria.

Meanwhile, Kamaru and Tamunobelem (2013) exposed the linguistics functions of statements that are related to religious identity figured in the Nigerian written literatures. The findings reveal that linguistics resources are used in conveying religious identity through Nigerian written literatures. For instance, the literature presented above shows that most of the works related to religious identities in Africa and Nigeria in particular are in the area of political science. Only a few works are conducted in the realms of language and linguistics.

2.2.3.4 Insights into Identity and Gender

Gender identity has attracted the interest and attention of many scholars in the areas of sociology, political science, language and linguistics. Butler (1990) defined the term gender as a specific attribute which a person has possessed, that distinguishes him or her from the other person. Eckert and Ginet (2003) viewed the concept gender as a social function on the basis of some defined traditional norms and values about what qualified a person to be a man or woman. Mulila-Matei (2014) described gender that has specific functions and duties ascribed to a male or female that was established within a tradition and community. Carter (2014) referred to gender as how a person regard or present himself or herself either as a man, woman or another thing. Kerr and Multon (2015) discussed the concept gender as a peculiar beliefs and feelings of one's self not the feelings of the tradition. Similarly, Butler (1988) viewed

the term gender as per-formative acts which can be understood through the behaviors of a person.

Several scholars have made a lot of contributions on the concept gender and identity across the world. Cavico et al. (2012) examined how issues related to sex; gender and identity affect the employee in their place of work. The result of the study shows that the marginalization based on gender contributes negatively in boosting the moral of the employees in their place of work. Kerr and Multon (2015) conducted a research on the relationship between gender and identity and its roles towards molding gifted pupils. The findings show that issues related to academic performance of the students is not base on ones gender. Meanwhile, identity has received fairly adequate attention by researchers. For instance, Elyas (2014) focused on the Saudi Arabia's students' identity at the university. One of the findings is that the students relate themselves to the master narrative which is globalization. It also reveals the difficult nature of learning identities among the Arab youth. Muhammad, Nair, and Singh (2016) conducted a study on the identity characteristics in Nigerian students' descriptive essays. The study reveals these findings: One, the research shows that the students attempt to connect identity in the essay and the environment they found themselves in. Secondly, the students' attempt to convey their identity in essay by employing linguistics and socio- linguistics attributes. Thirdly, the research reveals the type of discursive style used by the students in their descriptive essays which identified and conveyed their identities in relation to nationality, religion, gender and ethnicity. These are related to the academic aims they intended to achieve. Morton and Gray (2010) conducted a research in relation to identity in

lesson planning conferences. The finding of the study indicates that towards making lesson planning conferences more flexible and in a manner in which challenges of teaching were realized and answers were provided with the help of identity of the student-writers. Carter (2014) explored how family plays a role of agent of socialization in line with the perspective of gender socialization and identity theory. The findings reveal that there is a relationship between family, gender and identity and how people view it.

Several research studies have been geared towards exploring gender and identity in Nigerian context. For instance, Ogunyemi (2014) examined the role of gender and identity in Nigerian written literature. The result maintains that gender is portrayed in the literature from the point of view of Nigerian tradition. Imhonopi and Urim (2012) studied the level of gender tolerance in team work and management in Nigerian organizations. The work highlights ways in which team work can be used successfully irrespective of gender bias. Meanwhile, Ugoji (2011) focused on exploring the effects of romanticism, gender and identity among Nigerian students' sexual behaviors. In a nutshell, most of the literature on gender and identity focused on how it is portrayed in politics, place of work and some few on literature texts. However, this current study examines how the students' gender-identity is embedded in their writing.

2.3 Self and Other Relations

Language occupies a significant place in the construction of self-other relations in written and spoken discourse. This entails that people tend to communicate with each

other whilst at the same time attempting to make sense of self and the other who might be ethnically and culturally different in the discourse (Harun, 2007) as self-other social interaction is a joint effort (Blumer, 1937). Similarly, language is central in displaying self and other relations in a text (Morgan, 1994). This study offers contribution to the ways self (writer) and other than self relates to each other through written communication as displayed by male and female teenagers in Nigerian public secondary schools in Adamawa state in northern Nigeria. Many studies were done pertaining to academic discourse with reference to construction of self-other in narrative fictions, writing tasks, and using foreign languages (Coplan, 2004; Eoffi, 1952; Jacops, 1975; Kraft, 2007; Major, 2004; Morf & Harvath, 2007). The findings show that there is a significant relationship between self and other in the academic discourse.

The concept self and other relations also attracted interest and attention of researchers in language and linguistics studies. Ariel and Giora (1998) conducted a study and explored how femininity and masculinity are displayed in writing as identity of the author. The research findings reveal that there is no different between speech style of first generation female and male authors. However, the contemporary male and female writers' speech style are geared towards gender biasness. In addition, Tsygankov (2008) carried a research on self and other in international relations theory. Some Russians' provide a channel to utilize two traditions within a conversation between interlocutors and to convey from different views.

Also, studies focused on teacher, language and self-other relations (Ariel 1998; Barry, 1986; McClain, 2005). The results reveal that the concept self-other exists in teacher-students interaction in the classroom situation for the purpose of teaching and learning activities. In addition, a few other studies focused on learning, socio-cultural literacy, western culture and the self-other construction (Juzwick, 2004; Spiro, 1993; Tygankov, 2008). They reveal that self-other constructions in discourse help in exploring culture of a particular people.

Schalk (2011) explored the effect of the mass media on today's consciousness, identity and self-other relations. The study provides a method to the self-other binary that helps in relation to others in a discourse context. Bello and Harun (2018) discussed the ways in which Nigerian school students portray their selves and other relations through the medium of writing. The study used social cognitive theory by Bandura (1989) as the guiding theory. It employed the use qualitative method of approach in collecting and analyzing the data. The result demonstrates how self attempts to relate to the other through various means in writing. The study recommends that future research seeks to explore how self and other relations are embedded in the ESL writing of undergraduate or postgraduate students. Andreouli (2010) examined the relationship that exists between social representations and social identities in an attempt to explore the self-other relations that are embedded in identity construction. It has been reveals that the knowledge of social representation helps in identifying identity in a particular text. Polman (2012) examined the effects of self-other in relation to decision making on choice. It is reveals that people who choose for themselves are less convinced after choosing within the available

alternatives. But, those who choose for others are more convinced after selecting from the available items. This means self and other reciprocates one another in texts.

Meanwhile, Gondyi (2013) investigated how Nigerians who have citizenship of another country are regarded in terms of identity recognition by the countries authorities. The results reveal that citizenship plays an important role in the Nigeria. In this regard, these categories are confronted with a lot of challenges in terms of their identification. Similarly, Adou (2016) examined the concept self in the text among Nigerians. The study reveals that the issue of gender in Nigeria is a problematic phenomenon across disciplines because of the culture of the people which prefers male than female child. This means how some parents attached more important to their male children than their female children as relation between themselves and their children. In this regard, the findings of the previous studies can be useful in exploring how self and other relations are displayed in the students writing.

2.4 Making Sense of Self Positioning/Alignment

The concept positioning is not a new term in discourse studies and it is used interchangeably with the term alignment. The term has been used in several areas which include information technology, education and language learning (Ham, 2009; Harre & Vanlangenhove, 1998). The term positioning refers to the manner of speaking that exposes or creates the context of the subject matter and the relationship between two or more interlocutors (Harre & Vanlangenhove, 1998). Norton (2000) identified four levels of positioning in discourse studies. At the first level, the

narrator positions himself/herself as a character in the written or oral story while, at the second level the narrator presents himself/herself as a character in the story. At the third phase, the narrator acts as a character in the story. Finally, the narrator presents himself/herself as a listener or reader of the story. Thus, social positioning is an identifiable group of identities applicable to an individual or group of people. Likewise, social positioning refers to claiming identities (reflexive positioning and assigning identities). Thus, it is interesting to understand how the students narrate their identities and the others in the writing as this study reveals.

Moreover, there are a number of research studies conducted on positioning or alignments in discourse studies and cultural discourse. For instance, Warwick (2007) conducted a study on the concept positioning in academic discourse focusing on classroom and language learning. In addition, Beltron (2010) conducted a similar research study on positioning in language proficiency discourse. The two research studies are similar in the areas of academic discourse and positioning. Meanwhile, Yoon (2008) conducted research on positioning during classroom activities. Several studies on positioning in teaching, learning and information technology discourses (Brock & Raphael, 2003; Ham, 2009; Trent, 2012) and the findings reveal that the element of positioning has been identified in all the discourses examined and it plays a role in revealing the identity of the interlocutors.

Similarly, Hult and Antonia (2012) carried out a study on positioning in cultural discourse. The results reveal that the culture of a person has a significant role in defining one's position to others. As such, the knowledge of positioning (in relation

to identity) is relevant to this current study in exploring how self and other relations are embedded in the students' written texts.

2.5 Writing Strategies

Writing strategies is essential to native and non-native writers of English language (Silva, 1990). Ka-kan-dee and Kaur (2015) conducted a research on the effective teaching strategies to enhance students' writing competence. The study employed semi-structured interview and stimulated recall interview in collecting data as a qualitative research. The results reveal that both Thai EFL lecturers admitted that their students have a lot of challenges to produce unambiguous thesis statement in written texts. Wu and Zhang (2017) examined the effects of different language domains on Chinese graduate students' perceptions of English writing. The participants comprised thirty one non-English majors studying in other countries and the other participants were selected from the undergraduate students' within China. The findings reveal that those studying at international universities displayed more competence in terms of writing skills than the local students. Bakery and Alsamadani (2015) conducted a study on how to improve the persuasive essay writing of students of Arabic as a foreign language. The participants consist of twenty four students of Ummal-Qura University. The findings reveal that self-regulatory development strategy is effective on writing persuasive essay for non-native students of English.

Crossley et al. (2016) investigated how the development of local, global, and text cohesion influence the writing of the second language university students. The study used fifty-seven participants during the data collection. The study reveals how the

use of local, global, and text features help in explaining the judgments of text cohesion at thirty-six percent occurrence. Similarly, forty-two percent indicates how qualitatively the students writing. It has an important implication on second language acquisition, writing development, and writing pedagogy. Leo (2012) examined how groups of Chinese ESL learners used cohesive devices in constructing essay exams. A mixed-method approach was used in collecting and analyzing the data. Ninety students were used as participants during the expository essay writing exercise. The result reveals that the use of synonyms and content words found to be dominant in the sample essays. Yusuf et al. (2019) investigated how to improve writing in the second language with the help of employing different strategies in an academic environment. The students' narrative essays were used as the sample data.

Domantay et al. (2018) examined the English writing performance of the grade 11 students as a strategy of enhancing their writing. The study employed the used of descriptive and correlation research design in analyzing the data. It result shows that most preferred reading materials towards enhancing writing in the English as a second language has no significant difference. Blikstand-Balas et al. (2018) investigated how writing opportunities are embedded in students' language arts lesson and how it is use as a writing strategy in constructing written texts in a school environment. Smedt et al. (2018) explored how non-native students of English use different writing strategies in constructing their written communication in an academic domain. The data were used through the means of observations during the act of writing exercise. The study demonstrates that most of the participants used a

number of writing strategies during their writing and it helps towards communicating the intending message to the target reader.

Mastan and Maarof (2014) the study examined EFL learners' self-efficacy beliefs and strategy use in expository writing. The study administered questionnaire as a tool of collecting data from ESL learners and teachers. The results reveal that self-efficacy beliefs and strategy helps tremendously in improving writing of non-native students of English. Bello and Harun (2018) explored how Nigerian language secondary school students used cohesive features as strategies in narrating their own personal reflections in writing. Halliday and Hasan (1976) model of cohesion was used as an underpinning theory for the study. Fifteen students' samples texts were used as data. The results reveal how the participants used cohesive features as strategies in communicating their experiences as student-writers. The study recommends that future studies should examine how other language learners' of English writing in other parts of the world used cohesive devices as strategies of constructing their written communication. Alameddine and Mirza (2016) the study explored the strategies involved in teaching academic writing for advanced level grade ten English students. The participants comprised students of grade ten advanced level of education. The results reveal that employing essay template strategy helps in improving the students' academic writing. Ufot (2014) explored the how narrative and discourse strategies are used in the novel titled "*Just before Dawn*" in conveying the author's message to the readers. The study indicates that these strategies help tremendously in communicating the author's message to the target readers the written text. Panahandeh and Esfandiari (2014) examined the

effects of planning and monitoring as Meta cognitive strategies on Iranian EFL learners. The participants consist of sixty University students and they were randomly selected. The findings reveal that there was a positive effect in the experimental group writing performance.

Similarly, paragraph and paragraph development also is a writing strategy that consist of a series of grammatical structures about one idea that is referred to as the topic sentence (Fakuade, 1996). Likewise, Dan'azumi (1998) described the term paragraph as a group of grammatical structures about a specific subject. Taken together, the concept paragraph is viewed as a group of sentences that has unity of purpose. For a writer to develop a good paragraph, he or she must know the methods of paragraph development that he or she wants to use or employ in developing the paragraph. Nwogu (2008) and Sani (2016) outlined two methods of paragraph development in their respective studies. These methods include deductive and inductive approaches. Deductive approach is a method that starts with a topic sentence and followed by supporting details. The inductive approach starts with supporting details and ends with a controlling sentence. The inductive method is a method of paragraph development that presents illustrations, examples, explanations at the beginning of the paragraph, and followed by a statement that adds up the entire idea within the paragraph.

In addition, Sani (2016) discussed the roles of the controlling idea or topic sentence in a paragraph. It provides directions or bearing in discussing idea in a paragraph. It states the subject matter of the paragraph and narrows it down and regulates the

subject matter in the paragraph. This current study also examines how these are displayed in the students' written texts while at the same time; they narrate about themselves and their self-other relations.

2.6 The Writing Skill

Writing is the most challenging skill out of the four basic language skills (Hyland, 2003, 2015). A person cannot be a good writer until he or she becomes good in listening, reading and speaking (Barkaoui, 2007; Nwogu, 2006). Finegan (1994) and Yule (2010) maintained that writing is a new skill in language compared to other skills. Meanwhile, Yule (2010) described the term writing as a sign depiction of words through the function of shape image. Similarly, Finegan (1994) viewed writing as a collection of shapes, signs and depicting phonemes. The study aligns with these two ideas as it gains insights into the content of the written text among ESL student writers in Nigeria. A good writer must have a purpose of embarking on the task of writing, if the writer wants his or her text to be meaningful to the target audience. Shivaramu (2012) identified three purposes of writing which include informing, persuading and entertaining the reader.

Meanwhile, Finegan (1994) identified three types of writing system which include syllabic writing that was originated as pictograms and that clay was used as a writing tool. The second system of writing is logographic writing that was originated as ideograms and it employed visual images to depict language. The third system of writing is alphabetic and orthographic writing which is a collection of shapes, signs and it depicts phonemes. Similarly, there are many studies conducted in relation to

writing including students' error analysis among Malaysians secondary school students' (Darus & Subramaniam, 2009), errors in Iranian's learners writing (Beheshti, 2015), challenges associated with learning writing skill (Huy, 2015) and improving secondary school students' essay writing (Ezeokoli & Patience, 2016).

In addition, Huy (2015) conducted a research study on problems affecting learning writing skill among grade 11 students' at Thong Linh high school. Malah (2015) conducted a study and explored lexical cohesions in academic discourse with a particular focus on research abstracts. The two studies are identical on exploring second language learners writing. Beheshti (2015) explored errors committed by the Iranian English foreign learners' written productions. Similarly, Kilic, et al. (2016) discussed the topical structure argumentative essays written by eighty-one Turkish learners of EFL. The results demonstrate that the learners were not as proficient as they ought to be in topical structuring. It was also reveals that the participants of the study used pronouns frequently for parallel progression, and the new nominal group for sequential progression. Abbasi (2017) explored the effect of task-based activities in a classroom discussion and mind mapping on the EFL learners' writing. Approximately, one hundred male intermediate Iranian EFL learners as participants and they were arranged into four different groups. The data were collected through pre and post-test writing descriptive texts and also were analyzed through two-way ANOVA and paired sample t-tests. The study reveals that the experimental groups performed better than control groups.

Koura and Zahran (2017) explored the habits of minds used as a strategy on students writing skills and autonomy. Thirty three EFL students were used as participants for the study. The results reveal that the participants in experimental group performed better than those in control group in EFL writing test. Soltani and Kheirzadeh (2017) investigated EFL students' use of writing techniques and their behaviors' towards reading to write and writing-only tasks. Thirty four EFL students were selected as participants for the study. Samples of students' writing and questionnaires were used as tools for data collection. The result demonstrates that no significant difference in the writing strategies employed by the Iranian EFL students in reading to write and writing-only groups.

Demir (2017) explored how the use of lexical boosters affects the non-native writers written texts. The researcher examined two hundred articles written in English by Anglophone writers. The result of the study shows that the Anglophone writers usually use complex lexical variety than the non-native writers through their written texts. Alipour and Sadighi (2017) examined how implicit feedback contributes in achieving coherence in EFL learners' writing. Fifteen advanced level EFL learners were used as participants. The findings reveal a significant improvement on the use of coherence in the students written texts. Kotamjani and Hussin (2017) investigated the perceptions of a group of Iranian postgraduate students pursuing their doctoral degrees at Universiti Putra Malaysia on the challenges of writing. The result reveals that the students admit that they are confronted with a lot of challenges during writing their doctoral thesis or articles for publication. Ahmed (2011) examined the challenges of essay writing by Egyptian student-teachers of English. The study used

mixed methods approach in the process of collecting and analyzing data for the research. One hundred and sixty-five questionnaires were distributed among the student-teachers of English and seven teachers were also selected for the essay writing exercise.

Meanwhile, the study administered semi-structured interviews with fourteen student-teachers of English together with seven essay writing teachers. Also, the researcher engaged in nine different essay writing exercise of different categories of teachers. The data were analyzed using SPSS descriptive statistics and content analysis. The findings reveal that the student-teachers of English encounter a lot of challenges on the process of their writing which include planning, organizing, use of grammar, punctuation marks, spellings, revision and editing.

Tadlock (2016) explored the relationship between college students writing achievement target orientation, self-regulation and grades. The study was administered in a public university situated in the mid-Atlantic region of the United States. Survey and the samples of the students' writing were used as the research data. Similarly, the convenient sampling technique was used to select the one hundred and seven participants for the study. The result demonstrates that the three writing achievement target orientations examined were related to the college students writing self-regulation. The study suggests that the future studies should examine the goals that the college students set for their written texts. Similarly, Mawardi (2014) conducted a study on students' narrative writing with reference to cohesion and coherence. The study reveals that there is the need to teach the elements of coherent

and cohesion. Ferdous (2015) investigated the effects of written output and input of English foreign language learners in Iran. In a nutshell, these studies are important given that the focus is on writing. The works reveal that the teachers need to teach the students the elements of cohesion and coherence in writing which can be relevant in examining how students construct their written discourse in Nigeria. In a nutshell, the above highlighted related literatures are relevant to the present study in terms of how Adamawa secondary school students' construct narrative essay writing based on the understanding of the teacher's instruction.

2.6.1 Writing Style

Writing style varies from one profession to another depending on the subject matter and the writer (Nunan, 1990). Sahragard and Mallahi (2014) explored the preferred language learning styles of a group of Iranian EFL learners and different second language proficiency levels. The participants consist of thirty Iranian upper-intermediate EFL students learning English at a language institute. The study reveals that the more proficient writers underestimated their writing skill whereas the majority of the less proficient ones overestimated different aspects of writing skill. Srijongjai (2011) investigated learning styles of language learners in an EFL writing class. The participants comprised of eighty eight second year English majors in the undergraduate program at the Faculty of Humanities, Srinakharinwirot University, Thailand and the tools employed for the data collection include the mimetic learning styles inventory and a semi-structured interview. The result shows that the average primary and secondary learning styles of the students were social and aural styles of writing. Tailanga, Ruenbanthoeng and Kuldilok (2016) explored the impact and

influence of travel writing on tourist decision making. The result reveals that the hospitality nature of the Thai people helps to attract the attention of tourist from across the world.

Moreover, writing skill has its own peculiar challenges as other language skills. Okotie (2010) summarized the causes of the major problems bedeviling effective writing in secondary schools in Nigeria. The causes include inadequate knowledge on the subject matter, insufficient skills on the kinds of writing tasks, poor linguistics knowledge, interference of mother tongue, poor attitude to reading, poor teaching approach, inadequate writing techniques, negative attitude, poor motivation and insufficient allocated time on the school time table. In a nutshell, he said that these causes are responsible for the problems associated with writing task. As a result, the problems affect students' performance in exams. The study gains insights into the problems encountered by the non-native students of English in Adamawa state, Nigeria through a few series of in-depth interviews.

Similarly, for every task there must be a number of advantages and challenges associated with it. Writing also is not an exception with regards to advantages and challenges as for the other language skills. Mawardi (2014) highlighted a number of advantages derived from writing task. First, writing as a prominent skill of language strengthens the grammatical arrangements, groups and words. Secondly, writers have the opportunity to be bold with the words through the medium of writing and thirdly, writing helps in developing the vocabulary of the writers in some ways (Aliyu, 1997).

However, the challenges confronting writers in the task of writing are enormous. But, if the writer wants to be a good writer and fulfill his or her task of writing by reaching out to the target audience, the writer must have strategies overcoming the challenges. Mawardi (2014) identified the general challenges of writing as a difficult task given that it combines a number of higher skill abilities comprising serious reasoning and careful improvement. Writing demands from the writers to be acquitted with the set of rules governing the writing process. At the same time, writers also need to have adequate understanding of their target readers.

Meanwhile, Aliyu (1997) identified problems confronting good writing texts in Nigerian secondary schools as unnecessary shift in tenses, poor subject identification, construction of sentence fragments, spelling mistakes, poor use of correct dictions and expressions and insufficient ideas on the topic. As a result of these summarized problems associated with writing in Nigerian secondary schools today, it affects the general performance of secondary school students in their respective exams (Okotie, 2010; Kolade, 2012). Nwogu (2008) and Mawardi (2014) outlined the pre-writing stages and processes of writing that will help the writer to achieve good result in writing. The pre-writing stages include identifying the purpose of embarking on the task of writing, defining the target audience (reader) and identifying the type of writing task that the writer wants to develop.

In addition, the processes of writing are brainstorming, organizing, re-organizing and outlining as stated in the works of Nwogu (2008) and Mawardi (2014). These

processes of writing tend to help, guide and give the writer a bearing or focus of his or her writing and it will simplify or make the writer's work easier.

2.7 Essay as a Writing Task

Essay is a type of writing task (Nwogu, 2008; Prins & Avraamidou, 2015) which has several definitions from different writers based on an individual style. For instance, Nwogu (2008) and Fakuade (2007) described the term essay as a piece of writing or text that is aimed at educating, entertaining and enlightening the reader. With reference to this idea, the present research study views the term essay as a piece of writing that accounts for one's experience, ideas and understanding of a specific phenomenon.

2.7.1 Types of Essay

The classification of the essay types varies or differs according to scholars. Nwogu (2008) and Fakuade (2007) categorized essay writing into four types. These include narrative, descriptive, expository and argumentative essay. Similarly, Shivaramu (2012) presented two additional new types of essay. These are impromptu and scientific or technical writing. Fakuade described narrative as a real or imaginary story that is aimed at educating or entertaining the reader. Mohammed and Hussain (2008) viewed the term narrative as a depiction of a series of activities either in the form of creative or real. Descriptive essay is an act of employing language to create pictures in the mind of the reader (Fakuade, 2007).

Similarly, Nwogu (2008) and Fakuade (2007) considered descriptive essay as an act of writing that is aimed at creating pictures of the objects or things in the mind of the reader. Argumentative essay is another task of writing that conveys the writer's position or point logically with enough evidences (Fakuade, 2007; Nwogu, 2008; Shivaramu, 2012). Dan'azumi (1998) viewed expository essay as an act of writing by way of revealing the meaning and features of a particular concept. These definitions are relevant towards examining the second language learners writing particularly in Nigerian context.

A narrative essay presents past experiences together with series of events that certainly happened (Amoruwa, 2008). It is a written story of a specific activity that occurred in the past, (Fakuade, 2007). It can be a fiction or non-fiction told with the purpose of educating or entertaining the target reader (Nwogu, 2008; Riyanti, 2015). Interestingly, a narrative essay is a true or creative sequence of activities conveyed through verbal or written means (Dan'azumi, 1998). A good narrative essay must be presented in a logical and coherent manner, and that the appropriate tense to be used in writing narrative essay must be past tense (Aliyu, 1990; Fakuade, 2004; Nwogu, 2006; Unogu, 1994).

In fact, every type of writing task has its language features that dominates and helps in conveying intended message. Narrative essay has particular language styles that help writers developed the essay. A good writer should know these styles and use them in writing. This can help the writer to capture the mind of the reader through the means of recommended language. Amoruwa (2008) and Nwogu (1998) identified

the language features of narrative as adjective, direct and indirect speech, adverb of time and past tense. These features can help the writer to develop a good narrative essay that will educate, enlighten and entertain the target reader. Similarly, Elliot (1995) discussed the importance of narrative writing particularly to basic writers as it provides legitimacy, meta-cognition, and access to humorous of human consciousness which help them in their writing process. Prins et al. (2017) examined the use of short stories as a mechanism for teaching about natural selection within the environment of school sciences. The study employed a mixed method approach and the data were drawn using questionnaire, classroom observations, and interviews with the students and teachers. The finding demonstrates the importance of blending narrative effectively into science classes.

Consequently, Labov (1972) identified six basic components of spoken narrative essay. The components are abstract, orientation, complicating action, evaluation, result or resolution, and coda. The abstract emphasizes the need for the writer to start the essay with one or two statements that can present the overall idea before proceeding to develop the essay. This element plays a very significant role in producing a good narrative essay because it gives the reader the general picture of the entire essay (Amoruwa, 2008). The study explored how the students start their written text in order to attract the attention of the readers. Similarly, the 'orientation' of an essay stresses the importance of informing the target audience through the essay, the time, place, environment, and events of which the writer is narrating. The information enhances the quality and presents the features of narrative essay in the eyes of the reader through the content of the written text (Aliyu, 1990).

The complicating action is a significant component of a narrative essay because it focuses and encourages writers to be careful in the presentation of varieties of ideas in their writing. The good presentation of ideas by the writer will assist to capture the minds of the readers. In fact, possessing the appropriate skills of writing narrative essay is of utmost importance to the intending writers for them to present problems and challenges associated with the topic logically and in coherent order (Elyas, 2014). For an aspect of evaluation, the writer is expected by his or her reader to provide a convincing reason that can justify the necessity of narrating the story. The writer can use either a statement in order to evaluate himself or herself more especially in the concluding part of the writing or using third person in conveying the authors' emotions or mood in a written text.

The result or resolution is a segment in narrative essay that also plays a crucial role to the overall success of the essay. This is where the problems discussed under complicating action will be addressed. The writer is expected to use his or her ability or skill to provide solutions to the problems and difficulties discussed under the section of the complicating action component (Mawardi, 2014). It is, thus, interesting to know how the secondary students in my study use their language ability and knowledge to offer alternative to the phenomenon presented earlier in the body of his or her written essay. Moreover, the closing statement in a written text is known as the coda. In other words, it is a summary statement after the result or resolution. The statement that presents the coda in a narrative essay is conveyed through the use of present tense. Coda plays a very important aspect in enhancing narrative essay (Mawardi, 2014).

2.8 Understanding the Notion of Discourse

The concept discourse is not a new term in linguistics studies. It is originated from the Latin word 'discursus' which means conversation speech. Johnstone (2002) described discourse as the exact act of communication through the channel of language. Discourse analysis (DA) was first employed by Zelling Harris (1952). He was an American structuralist linguist. The first generation discourse analysts were ethnographers, anthropologist and sociologists. This is to say, DA has a strong relationship with several other disciplines apart from linguistics. A number of linguists defined the terms discourse and text interchangeably (Brown, & Yule, 1983; Crystal, 1992; Halliday, & Hassan, 1976; Nunan, 1993). Nunan (1993) defined text as any print document of a communicative activity. The text can refer to written or spoken language.

The study on writer identity and how the writing makes sense of others is in line with Nunan's definition of text. The study examines not only the writing of the students but also responses from some of them in relation to identity constructions and self-other relations as displayed in the work. Specifically, the research feels the need to reveal how these two elements are reflected in the L2 writing given that these students come from various social backgrounds. Crystal (1992) viewed the concept text as oral or print speech. In addition, Brown and Yule (1983) stated that text is an oral document of an interactive act. It is argued here that written work should also be viewed as interactive given the writer-reader relationship. Halliday and Hassan (1976) described the concept text as a composition, oral or print of whatever distance that constitutes a united group as against collection of un-coordinated sentences.

Meanwhile, Shivaramu (2012) asserted that a written text is an act of conveying messages through the medium of writing. The advantages of written text include it being a permanent evidence of message, complete, clear and precise, and can be referred to as a lawful document. It discourages distortion of information. Shivaramu added that a written text also has its disadvantages; that it is expensive (with regards to publication and the time it takes to get it published), it entertains edition, it has no secret, and it has a lot of protocols. I argue with this revelation, that being familiar with the advantages and disadvantages associated with the written text will assist the writer to construct the discourse in conformity with the teachers' instruction.

Whittaker et al. (2011) explored how secondary school students construct their writing in English as a foreign language. Qualitative research approach was used during collecting and analyzing the data from selected students in Madrid, Spain aged between twelve and sixteen years old. The result demonstrates how the students used their ability to employ textual resources in their writing. The study recommends that the students be given the opportunity to engage in the writing exercise which can help in improving their writing skills. Fitze (2006) investigated how face-to-face and written electronic discourse is constructed by ESL students. The study used selected students of advanced English as a second language as participants. The study shows that the students were better able to employ and utilized a sufficient vocabulary that are closely related to the subject matter. Similarly, it suggests that further studies are needed on understanding other phenomenon that are related to face-face and written electronic conferences. Similarly, Biber and Barbieri (2007) examined how lexical

bundles were used in a wide range of spoken and written university registers. The study used tools of qualitative approach in collecting and analyzing the data. The study reveals that lexical bundles were even more useful in the non-academic university registers than in the core instructional registers.

Cochran-Smith (1991) reviewed the existing literature on the concepts, word processing and writing, in elementary classrooms situation. The study reveals that the knowledge of word processing affects the students' writing in terms of quality, quantity, and ways of constructing text in a classroom environment. Fabos (1999) explored how the use of telecommunication in the classroom helps in enhancing better writing skills among twelve L2 learners of English. The study illustrates how the use of telecommunication as teaching aid in a classroom situation promotes the students' skills in ESL writing. Sperling (1996) examined the relationship between writing in L2 and speaking skills and how the factors were connected. The result shows that the L2 user needs these two skills in order for him or her to function effectively in ESL writing. Gonzalez-Bueno (1998) analyzed the effectiveness of using e-mail as an instrument to promote foreign language learning in and around the classroom situation. The students were observed while writing in the classroom by the researcher. The findings reveal how integrating electronic communication can help in facilitating foreign language learning in classroom environment. Flowerdew (2003) explored how students use the description of a set of vocabulary and signaling nouns helps in linking other segments of the used clauses in a written text. The study demonstrates how the use of signaling nouns contributes in enhancing the content of a written discourse by student-writers.

2.8.1 Classroom Discourse

Classroom discourse is a type of discourse that focuses its analysis on texts in a classroom environment, and it particularly confided its analysis on classroom talk (Christie, 2002). Christie added that classroom discourse is referring to the discursive interaction that occurred between the teacher and the students in a classroom context. Kumaravadivelu (1999) maintained the same opinion with other discourse analysts that any classroom activities must be conducted by the means of language. The history of classroom discourse can be dated back to 1960s (Christie, 2002). However, there are several works on classroom discourse previously which help in providing additional literature in the area of classroom discourse studies. Several research studies have been conducted on classroom discourse in the field of education, teaching second language learning and teaching mathematics in the Nigerian context. Ogunmade (2005) investigated the level of secondary science teaching in southern Nigeria. The study reveals that the quality of science secondary school is falling gradually which will affect the standard of education in Nigeria in terms of students performance in the curricular and extra-curricular activities. Agbatogun (2011) examined the computer classroom discourse in Nigerian context. The study shows different approaches employed by the teacher such as reformulating, emphasizing, explanting, using exemplification, non-verbal language and editing to monitor students participation in the classroom discourse.

Luo (2013) conducted a study on the importance of employing different discourse patterns and linguistic roles that may help students learn in English classes. The findings reveal that constant repetition exercises are generally employed in the

classroom. This finding can help to examine how students' construct written text in their classroom. In addition, Agbatogun (2014) compared communicative approach and the lecture method in a classroom discourse study particularly on student's communicative proficiency. The study indicates that there are major differences between their communicative proficiency before taking the test and after the test in a classroom environment.

Kiemer et al. (2015) examined whether the use of video based teacher on useful classroom discourse helps in enhancing pupils learning motivation. The findings show that there are influence towards enhancing student's motivation and interest in the subject. Charanchi (2016) explored the act of construction and deconstruction of meaning in the teaching of language and communication. The research reveals that English has a significant role in shaping the communicative proficiency in terms of written and spoken discourse of non-native students in Nigerian context.

2.8.2 Written Discourse

Written discourse is a discourse in which the feelings, views and opinions of the writer are presented or conveyed in words. In the early days of discourse analysis, the emphasis was on spoken discourse and later concerned the written discourse (Harris, 1952). Scholars such as Ghasemi and Jahromi (2014) identified several characteristics of written discourse, such as, it employed punctuation marks, it enjoyed correct use of dictions, it is more organized, arranged and presented, it has limitation with regards to repetition of words, phrases and sentences, it accommodates longer nominal phrases, it is more exact and it is more grammatical

(Halliday & Hassan, 1976). Some prominent scholars refer to the written text as text linguistics (Crystal, 1992; Koplan & Grabe, 2002; Nunan, 1993; Van Dijk, 1980) given that such texts focus on cohesion and coherence, and the thematic progression. Written discourses include among others, minutes of meetings, religious sermons, speeches, essays, for instance, narrative essays, dissertations, and communiqués. Pellegrini, Golda, and Rubin (1984) examined how aspects of the context of discourse and mode as discussed by Halliday (1977) affected elementary school children's discourse production. The study used questionnaires among seventy-one middle class school learners. The result shows the significance in the use of age-related characteristics in text production. Similarly, the data support previous studies in revealing how oral text was found as less explicit than written text.

Several studies have been conducted on the written discourse in Nigerian context. For instance, Jones (2001) evaluated written discourse of university students in Nigeria. The study shows that the students are more careful with the use of language in their writing than following the grammatical rules such as the use of appropriate tenses, word choice, spellings, and the use of appropriate person or number. This means the students pay less attention to the grammatical rules governing the language. Enyi (2015) analyzed the patterns of Nigerian secondary school students' spoken conversation in English. The findings reveal that Nigerian English conversation has peculiar characteristics which include having lack of clarity of expression, incorrect used of subject-verb agreement, poor planning and frequent used of slang and abbreviations. Similarly, this study also provides insights into how

the secondary school students at Adamawa construct their written work based on the input received throughout their school learning experiences. The data should speak volumes about themselves as authors/writers, and the writing exposure, apart from the content itself (writing).

2.8.3 Differences between Written and Spoken Discourse

For every two or more items, there must be some existing differences. However, written and spoken discourse is not an exception. Paltridge (2006) identified a number of differences between written and spoken discourse. One, written discourse has more grammatical complexity because it required more adherence to all the rules governing the use of English language. It is more lexically dense than spoken discourse. This means it has a high level of nominalization than spoken text; it is clearer and explicit than spoken in terms of understanding. Finally, spoken discourse employs more repetition, hesitation and redundancy during the act of communication than in written discourse.

2.8.4 Studies involving Writing among Non-Native Speakers

Pastor and Calderon (2015) conducted a research on the features in business e-mails written by NNSE. They examined one hundred emails written by two groups, one from Spain and the other from China. The findings reveal that the speakers' mother tongue influenced how they used English language in their written texts. Salehi (2014) explored how apology strategies were used by Iranian EFL learners and English native speakers in different domains. The participants of the study include twenty masters' students. The result reveals certain similarities and few differences in terms of the frequency and the type of strategies used. Murad (2013) examined the

writing of Saudi Arabian non-native learners of English language at secondary school level of education. The participants consist of sixty speakers from the three tribes. The findings reveal that all the participants displayed significant behavior to convey complaints in different context. Meanwhile, Onyinyechi (2017) focused on exploring how non-native students of English language construct their written essays at junior secondary school level of education in Nigerian context. The participants were three hundred and five speakers from diverse linguistics background. The findings reveal that lexical tone errors committed over six times more than the phonetic errors.

Mawardi (2014) conducted a study on the cohesion and coherence elements in the undergraduate students' narrative essays. The findings of the study highlight that there is need for adequate understanding of how to use cohesive devices in writing. The study also affirms that English teachers are responsible for discussing the function of the cohesive devices in constructing coherent texts. Darus and Subramaniam (2009) also conducted a research with the aim of exploring errors in written English essays of secondary school students' they reveals that the dominant error committed was grammatical errors such as subject- verb agreement, tenses, wrong used of prepositions and word choice. Beheshti (2015) conducted a research on errors in Iranian English foreign language learners' written production. The findings of the study are similar with that of Darus and Subramaniam's (2009). The students have problem with the use of prepositions, they have inadequate competency in writing skill, and the use of language in texts. Another research was conducted by Huy (2015) on the challenges confronting learning writing skill in a

classroom context. The findings reveal that a number of errors had been recorded in the students' written texts. This is realized based on poor attention given by students' on writing skill.

Martin (2010) determined the skills that students could use when teaching personal narrative writing. Data were obtained from observations, interviews, and samples of students' writing in a classroom context. The study reveals that students who were taught to use personal narrative writing, would use appropriate mechanics, choice of words, edition, and revise their writing. Educators should take into account the varieties of teaching strategies in teaching the skills to the student-writers. Hassan and Map (2014) conducted a comparative research on German native and non-native speakers. The study reveals that the students who listened to the conversations by non-native speakers performed relatively better. Dajani et al. (2014) conducted a research on how to help teachers to improve on their teaching skills of Arabic and the students' language acquisition. They understand that the teaching skills of Arabic teachers to the non-native students of Arabic language need to be improved. Swaran Singh (2017) investigated the English second language learners writing at tertiary level of education in Nigeria. The study shows that there are a lot of inaccuracies in terms of the spelling, sentence fragments, and the use of appropriate tenses.

2.9 Writing in English as a Second Language

The act of writing in a foreign language (FL) and second language (L2) classroom is highly demanding (Barkaoui, 2007; Harsch, 2016; Cremin & Locke, 2016; Hyland, 2007; Kristin, 2018). In Nigeria, English is considered a second language. In this

regard, the L2 teachers should be competent to teach the students the writing skill using English language. Riyanti (2015) explored how voice is used in the second language writing by non-native speaker of English language. The study reveals that the term voice was widely refers to different things which create confusion to in-experience second language writers who are making efforts to satisfy the audience. Olofsson and Lindberg (2018) investigated how knowledge of information and communication technology helps upper secondary school students' voices in structuring and supporting their everyday experiences at school context. Interviews tool was used in collecting the data and it analyzed through Nvivo soft ware. The result indicates that ICT knowledge contributes towards improving the students writing.

Sajid and Siddiqui (2015) identified the significance of appropriate use of words and effective communication in English language of EFL writers in Pakistan. The study reveals that errors in word choice are peculiar in students' writing. Meanwhile, Williams (2012) examined the functions of writing in the L2 among NNS. The findings of the study show that writing plays a significant function in the L2 development. Doneschjezo (2011) explored reasons drawn from classroom on the effect of output on second language acquisition (SLA). The results of the study reveals that an approach of teaching students L2 through providing right feedback helps in developing students' grammar and enhancing their writing in second language. Cumming (2001) examined two methods of teaching and learning writing in L2. The study reveals that a multi-faceted approach is used instead of unified method in teaching writing in second language which helps in influencing the L2

writing. Potradinata (2018) explored student's descriptive text writing through the use of SFL perspectives and to understand the pedagogical implications to deal with the students' writing problem in English as a second language. The study employed qualitative descriptive method in collecting and analyzing the students' samples descriptive essay. The result reveals that the student-writers have a number of difficulties in constructing descriptive text particularly on how to connect the text with the social context, and in using appropriate language towards conveying the intending message. It recommends for the use of discovery learning model in helping the non-native learners of English language on how to improve their writing. Listyani (2018) investigated the use of process writing approach in the second language writing. Quantitative approach is used in collecting and analyzing the data. The study used twenty students as participants. The finding demonstrates that the use of process writing approach is effective in the second language writing and it can be useful at any level of education. Similarly, the study is useful to teachers and students of second language writing and it is also important towards enriching the existing literature in terms of enhancing the writing in English as a second language specifically to the non-native learners.

Meanwhile, Billy (2010) explored reading and writing in ESL among Nigerian junior secondary school students. The results of the study show that teaching reading and writing simultaneously in ESL English as a second language ESL helped in promoting and enhancing students' writing. Sani and Bature (2014) investigated the impact of social networks on writing among Nigerian university students. The findings reveal that students' written works have been affected in areas of

punctuation marks, grammar, and lexis. Kristin (2018) investigated how L2 learners used pre-modifiers in their writing. The study employed qualitative techniques in collecting and analyzing the students writing. The result demonstrates how L2 used fewer pre-modifiers in writing than the NSE. Sirajudeen and Adebisi (2012) explored the teaching and learning of Arabic as a second language in Nigeria. The study maintains that the Arabic teachers lack the required skills for teaching a second and a foreign language particularly to non-native students. Thus, the findings of these empirical studies assist the current study in examining how Adamawa secondary school students construct their written discourse based on the teachings of their teachers. Through the findings, the study hopes to shed light on effective writing through the understanding of what written text can reveal about authorial positioning in the construction of identity, self and other relations.

2.9.1 Approaches to Writing in Second Language

Writers in a second language are exposed to various approaches to the act of writing using the medium of English as a second language (Raimes, 1983; Swales, 1990; White, 1988). These approaches include the free approach, the process approach, the genre approach, the product-oriented approach, the controlled to free method and the power approach (Raimes, 1983). The attention of teaching writing in the L2 has changed these days from sentence constituent to text development. This further suggests that writing skill is considered important for such learners to master in various disciplines.

2.9.1.1 Applying Free Approach in Writing

This type of approach allows the writer to write freely without interference from teachers. This will help in enhancing and promoting his or her skill of writing in the second language. Peyton and Staton (1996) suggested that priorities be given to the content of the writing rather than grammatical rules while teaching writing in the second language. The objective of this approach is to give the student the freedom to brainstorm ideas and develop such ideas into a coherent written text without interference from the teacher. The basic concern of this approach is the idea and the target reader, not the rules governing the writing.

2.9.1.2 Using Process Approach in Writing

The approach aims at providing the writer with cognitive patterns of writing. White (1988) described the process approach to writing as steps writers engaged themselves when developing the written text. He identified the processes as pre-writing, drafting, revising, editing and publishing. The sole aim of this method is to train the writers how to brainstorm related ideas, organize the ideas, identify the target reader, reorganize the ideas, and develop the text to convey the writer's message.

2.9.1.3 Employing Genre Approach in Writing

This method of teaching writing is aimed at teaching a specific genre that the writer requires to develop a text. The method concerns the content and context of the writing. The idea of this method is to equip writers with the skills involved in applying the right registers in their writing. Thus, most genres employed conventions that can describe the communicative purposes in a written discourse (Swales, 1990).

In a nutshell, the main advantage of this approach to writing in second language is it recognizes that writing occurs in a social situation. This tends to relate much to this study which explored how young students as writers construct their written work based on the instruction given, and within the time allocated. They have to narrate their experiences in junior school level. In producing the narrative writing, the students knew the reader (teacher) and as such, would tend to compose their written texts as desired or expected.

2.9.1.4 Using the Product-Oriented Approach in Writing

This approach concerns with studying the writers' written texts with the aim of examining the quality and weakness of their writing. White (1988) stated that the role of the teacher is paramount in using this approach in L2 writing because the teacher will guide the writer in the process of constructing the written text. The method has its own importance; it provides adequate linguistic knowledge to the students and it also takes into account the learners' requirements in the areas of rules governing writing.

2.9.1.5 Applying Controlled to Free Method in the Second Language Writing

The method focuses on providing different grammatical structures to learners and engages them in either changing the tenses or the number. One characteristic of this approach is it encourages adherence to grammatical rules while in writing (Pincas, 1984). This classroom activity motivates students to constantly develop their writing without errors because the students are supervised by their teachers. The method

paves way to free writing approach as students begin to be matured in the aspects of writing.

2.9.1.6 Employing the Power Approach in Writing

This method aims at providing the student-writers with the skills and techniques of differentiating topic sentence and supporting details in a given paragraph. It helps the writers to know how to present ideas in their written work. The writer may decide to adopt the style of starting the written text with supporting details and conclude with the topic sentence. The writer may choose to begin with the topic sentence and end up with supporting ideas. To sum it up, Raimes (1983) provided the writer with the skills of organizing the structure of the text that can be presented and can convey message to the readers.

2.10 Conceptual Framework

This thesis focuses on author or writer identity and self and the other as embedded in the students writing. Similarly, identity and self-other was conceptualized and explores in order to understand how student-writers used different units of language that comprises words, phrases, clauses, and sentences which suggest their identity and their own existing relations with their others through the means of writing particularly in an academic environment. The thesis employed ethno-linguistics and socio-cognitive theories in the process of exploring how the student-writers display identity and self-other relations in a well-defined context that is, writing in an ESL classes. First and foremost, the elements of identity such as ethnicity, nationality, religion, and gender would be easily discovered in the students writing by the use of

appropriate parts of speech such as nouns and pronouns (Flowerdew & Wang, Heller, 2007; 2015; Mulila-Matei, 2014; Muhammad et al, 2016). Secondly, the researcher examined how student-writers used appropriate language patterns in order to communicate the relations between the writers (self) and the readers (others) particularly the teachers who are mostly the others. In this regard, the theories help in exploring the relations of self-other from the samples of students' writing such as appreciation as an indicator of relating self to the other, caring as a way of appreciating the other, and salutation as an initiator to relate to the other.

Similarly, these relations were all displayed by the student-writers through the use of language markers as found in the studies such as (Andreouli, Ajala, 2013; Adou, 2016; 2010; Schalk, 2011) Thirdly, the study explores how the students used narrative strategies in constructing their personal experience as it relates to identity and self-other relations in their writing. The strategies that are commonly used by the students in their written texts include the use of cohesive devices such as referencing, nominal substitution, and conjunction cohesion as discussed by scholars such as (Halliday & Hassan, 1976; Mastan & Maarof, 2016; Silva, 1990). Similarly, the students use supporting details such as itemization, illustrations, exemplification, and justification as a way of displaying identity and self-other relations in their writing. Finally, the figure 2.1 below illustrates how the three basic constructs that comprises of writer identity, self and other relations, and writing strategies are directly related and displayed by the student-writers using the five units of language in a written discourse more specifically, written narrative discourse.

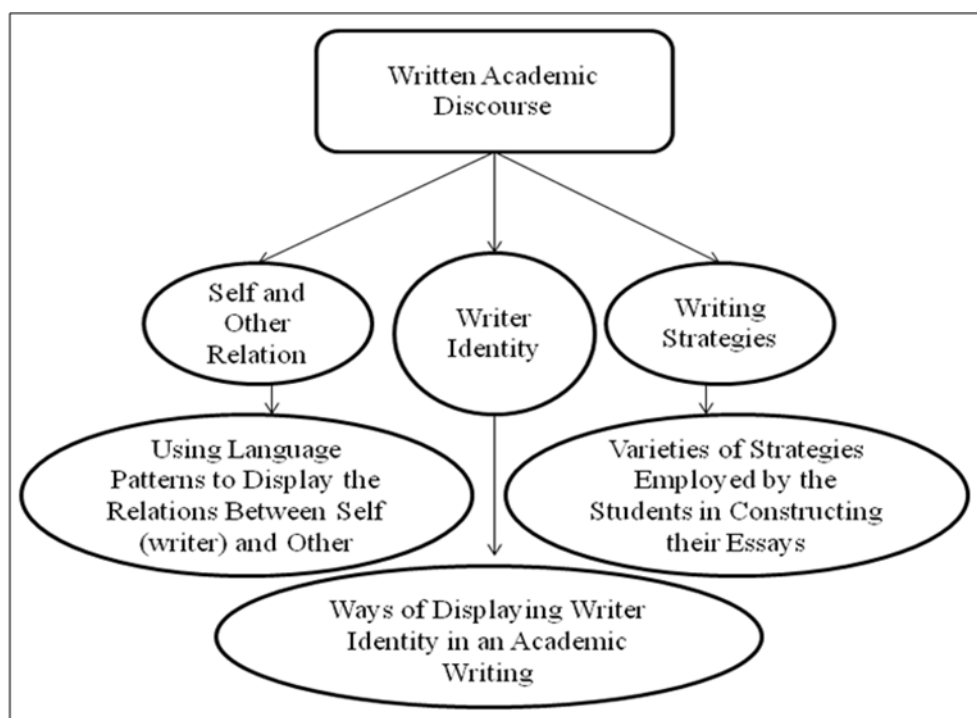


Figure 2.1. Conceptual Framework for the Study
Source: The Researcher (2018)

2.11 Theoretical Framework

In examining how language plays a key role in the process of identity construction (McCarthy, 200) in the Nigerian students' writing, the thesis used social/learning and ethno-linguistic identity as underpinning theories to serve as guide to seek answers for the queries. The reason of using these two theories is due to two reasons; one, participants are from diverse ethnic groups and different social backgrounds because the students-participants were from diverse ethnic groups and different social backgrounds which the researcher is optimistic that the theories can be useful in analyzing the data collected from the participants.

2.11.1 Social Cognitive/ Learning Theory

Social cognitive or learning theory (SCT) is originated from psychology. One of the early founders of the theory is Bandura (1989) and the focus of the approach is on the factors that influence behavior change which include environment, personal and the attributes of the behavior. The approach stresses the need for term self-efficacy in language learning. It deals with the attributes of the speaker or writer in an oral or written text. Self-efficacy can be achieved through good command, organizing a platform of improving person's skill and regulating a required behavior (Redding et al., 2000).

The theory highlights factors that help in defining one's identity in relation to his or her environment and social status. Thus, the basic terms that are related to a person are: (i) personal attributes which include demographic factors; gender, race, education, and personality; and (ii) Cognitive factors: thoughts, attitudes, beliefs, knowledge, emotional behavioral ability, self efficacy, expectations, self regulation, observational learning, and reinforcement (Bandura, 1989). These environmental and social factors highlighted by Bandura can help to reveal the identity of the writer or the speaker. Moreover, Bubolz and Sontag (1993) maintained that social groups such as family, friends, community, nationality, school, and mosque play significant roles in influencing people's knowledge and behavior in relation to their identity in written or spoken language.

Social cognitive theory (SCT) has been used globally in different areas of studies. For instance, Bandura (2001, 2004) used the theory and explored issues related to

media and health. Bayron (2013) employed the approach in his study that is related to entrepreneur. However, in Nigeria, there are several research studies that employed a social cognitive theory in different domains such as in Myle's (2002) work which focused on second language writing. Victor (2014) used the theory and explored classroom activities in science and technology subjects, Adeosun et al. (2014) employed the theory and examined the attributes of Nigerian students and teachers in classroom situation. Tollefson (2000) used the theory and explored the nature of classroom activities in Nigeria. The findings of these studies reveal that the social cognitive theory helps in the teaching and learning in Nigerian classrooms. Finally, even though previous studies employed the theory in their studies and their works are related to the areas of classroom discourse and self-other relations, however, studies on secondary school student's narrative writing that uses the social/learning theory (SCT) is not evident much. In this regard, this study can add to the existing literature of social-cognitive theory.

2.11.2 Ethno-linguistic Identity Theory

Ethno-linguistic identity theory (ELIT) is also known as the cultural linguistic theory. Some of the early founders of this theory include Liu and Hilton (2005), Mlicki and Ellermer (1996) and Rudmin (2003). It is a discipline in linguistic studies that examines the similarities between ethnology and linguistics. More specifically, it discusses the relationship that exists between different ethnic groups and how they use language in context. The theory explores the way language is related with the traditions of its users. In other words, it is a division in linguistics that describes the similarities between language and traditional conceptualization (Sharifian, 2011).

The theory has its genesis or root from cognitive science and anthropology. Moreover, the objectives of the theory include how to explore different attributes of human language and its relations with its speaker's tradition, norms and values. Secondly, the theory believes that language is embodied within the speakers or users as part of them. The theory has been employed in different fields of applied linguistic studies.

In addition, ethno-linguistic identity theory explores the identity of the language user in respect of ethnicity, nationality, regionalism, religion and gender. Huhtala and Lehti-Eklund (2012) conducted a study on identity of ESL speakers in respect to their language proficiency in relation to essay writing. The studies adopted ethno linguistics theory to support their work. The study reveals that writers displayed their identity in texts. Similarly, some studies (e.g., Muhammad, Nair, and Sarjit Singh, 2016; Riley, 2007; Saito, 2002) which used ethno-linguistic identity language theory as their theoretical framework found that the non-native students reveal their identity in writing by employing socio-linguistic attributes. The findings show that the students relate their identity in writing to their environment they live in. The study employs the use of the theory to provide answers to the research questions in the area of identity and self-other relations in the students writing.

2.12 Summary

This chapter provides a review of the key concepts of this study which comprise writer identity, self-other relations, and writing strategies. Similarly, it discusses discourse, classroom discourse, written discourse, writing skill, writing in second

language, and narrative writing. It also discusses the two theories employed for understanding how secondary school students' write narrative essays and the ways identities are embedded in their written narratives. The next chapter discusses the methods employed in collecting and analyzing the data.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the data collection methods in examining the writer identities, self-other relations and writing strategies in the students' written texts. It also discusses the research procedure and ethical issues. The chapter ends with a brief summary of the methodology.

3.2 Research Design

A qualitative approach was used to explore the language patterns emerging in the text written by the Nigerian secondary school students. As an insider (a Nigerian), I have easy access to the different schools being local. I know the schools and the teachers; as such it enables me as a researcher to contact the school principals easily. However, I followed the proper criteria and procedure in collecting data for the purpose of this study.

Similarly, as for the respondents of the study, each student knew his or her writing would be read by the class teacher. In this sense, they knew their readers, and vice-versa. Apart from the written discourse, the students were also interviewed for wanting to hear their 'voices' about their mental production, the narratives. Similarly, interviews with the English teachers were conducted to have rich data on the student-writers' written narratives. The intention was to obtain a 'thick description' as Clifford Geertz, the American anthropologies asserted. Teachers' perceptions of the students' written texts were explored using the thematic analysis

(Braun and Clarke, 2006). The primary data which include the classroom observations and the respondents' viewpoints were used to support the written data (Martens & Hesse-Biberz, 2012). The research procedure and the interview protocol were carefully thought of following Creswell's (2014). Semi-structured in-depth interviews were used in eliciting responses. Following Uma and Roger (2013), the semi-structured interviews were able to probe more in-depth information about the writing. That is, making sense of how the school students articulate their thoughts in writing. More specifically, by conducting the face-to-face interviews, the researcher could observe how the respondents express their views on their own texts.

3.3 The Study Setting

This thesis examines the ways in which identities are revealed in their written texts and how the selves and other relationship (with the teacher as reader, for instance) is reflected through the discourse. In doing so, the researcher as an insider gain insights into how identities are displayed through the writing given that the writer knows the target audience (reader). Using a purposive sampling, the three secondary schools selected were (i) Government Secondary School Mayo Belwa (GSS, Mayo Belwa) from the southern zone of the state; (ii) Government Secondary School Mubi (GSS, Mubi) from the northern zone of the state and (iii) Aliyu Mustapha College (AMC, Yola) from the central zone of the state. All the three schools were established between 60s and 70s. They are boarding senior secondary schools with mixed gender students (co-educated).

The study employed qualitative approach because similar studies on the phenomenon of writing in second language demonstrated how qualitative research approach in the area of applied linguistics, communication, linguistics and literature helps to collect their research data. For instance, Ahmed (2014) explored how reflective practice is applied among university lecturers in Yemen. The researcher employed a qualitative case study method to investigate the phenomenon. The findings revealed that university lecturers in Yemen engaged in the reflective practice at different stages of reflection. Meanwhile, Harun (2007) examined inter-ethnic communication patterns among Malay and Chinese individuals in Malaysia using a qualitative approach. The findings revealed that the knowledge of inter-ethnic communication encourages and enhances people unity in a diverse ethnic environment. Through particular strategies which employ sensitivity and awareness of the other, the polite yet cautious interpersonal communication is embraced among them. More specifically, having conscious awareness of each other's culture provides room for sensitivity and polite communication as witnessed in the study. Mulila-Matei (2014) explored how language is employed by male and female characters in novel titled 'Wamitila's Unaitwa Nani?' The study adopts a qualitative research method to obtain data. The study revealed that the author of the novel employed discursive patterns in the novel and that the context influenced how power was obtained and used. Velasques (2010) explored how language alternation appears in bilingual interviews and its relation with identity. The study used the qualitative approach to obtain its data. The author found out that bilingual code switching did occur as part of identity construction.

3.4 The Participants

The informants of this study were divided into two groups: (i) the students, who are in form five classes and between the age range of fifteen and nineteen years old, and (ii) the teachers, who teach the selected students.

3.4.1 The Student-Participants

The forty-five student-respondents were chosen by their English subject teachers from the three selected schools to participate in the study. The idea of choosing form five students as participants is because the researcher assumed that they have covered the level of maturity required of a student at secondary level and that they have completed most of the syllabus than form four students. The study has not considered the final year students (SS 111) as participants because they were preparing for the final exams which mean there is a possibility of not being able to give their full cooperation. The selection of the participants was based on the interest and willingness to participate in the study. The other informant group consists of two students from each of the school selected. A total of six students were interviewed. The students were all in form five classes (SS11). The total number of male students is twenty six, whilst the number of female students is nineteen from the three schools. Similarly, the writings of the students are good because English is used in Nigeria as a language of instruction at all levels of education and it is compulsory for students to pass it at credit level before proceeding to the next level of education in Nigeria. Table 3.1 presents the student-participants profile central zone secondary school, Yola. The profiles consist of important components including the informant Pseudonym names, gender, age, tribe, and students' writing proficiency status based

on their English background as language of teaching and learning at all levels of education in Nigeria as an Anglophone country.

Table 3.1
Central Secondary School-Participant Profiles

S/N	Informant Pseudonym	Gender	Age	Tribe	Students' Writing Proficiency Status
1	(W1)	M	16	Vere	Good
2	(W2)	F	16	Fulani	Good
3	(W3)	M	17	Hausa	Good
4	(W4)	F	18	Bata	Good
5	(W5)	M	17	Fulani	Good
6	(W6)	M	16	Hausa	Good
7	(W7)	F	17	Vere	Good
8	(W8)	F	18	Hausa	Good
9	(W9)	M	16	Fulani	Good
10	(W10)	M	17	Vere	Good
11	(W11)	F	16	Vere	Good
12	(W12)	M	17	Bata	Good
13	(W13)	F	16	Hausa	Good
14	(W14)	M	18	Fulani	Good
15	(W15)	F	17	Igbo	Good

Source: Schools' Register 2017.

Note: W = refers to writer (student respondent)

The table presents the profile of fifteen form five students of central secondary school, Yola who participated in the written test exercise that was administered to them by their English language subject teacher for the period of forty-five minutes. The topic of the writing is on the students' junior secondary school experiences. The group of participants comprises eight boys and seven girls. Similarly, the participants' tribes consist of four Fulanis, four Hausa, four Vere, two Bata, and one Igbo as the tribes of the student-participants and their number. Meanwhile, table 3.2 presents the student-participants profiles from the northern secondary school, Mubi. The profiles consist of important components including the informant pseudonym names, gender, age, tribe, and students' writing proficiency status according their teachers assessment.

Table 3.2

Northern Secondary School Student-Participant Profiles

S/N	Informant Pseudonym	Gender	Age	Tribe	Students' Writing Proficiency Status
1	(W16)	M	18	Hausa	Good
2	(W17)	M	16	Hausa	Good
3	(W18)	F	16	Fulani	Good
4	(W19)	M	17	Fulani	Good
5	(W20)	F	18	Kilba	Good
6	(W21)	M	17	Hausa	Good
7	(W22)	F	16	Higi	Good
8	(W23)	M	18	Margi	Good
9	(W24)	F	16	Fulani	Good
10	(W25)	M	17	Hausa	Good
11	(W26)	M	16	Higi	Good
12	(W27)	F	17	Margi	Good
13	(W28)	M	18	Fulani	Good
14	(W29)	F	17	Hausa	Good
15	(W30)	M	18	Yoruba	Good

Source: School Register 2017.

Note: W = refers to writer (student respondent)

The participants profile table above presents profiles of fifteen students from northern secondary school, Mubi who participate in the written test exercise for approximate period of forty-five on narrative writing. The participants comprise Fulani, Hausa, Kilba, Yoruba, Higi, and Margi respectively. Similarly, table 3.3 below presents the participants' profiles from the southern secondary school, Mayo Belwa. The profiles comprise of important components including the informant pseudonym names, gender, age, tribe, and students' English proficiency revealed that it is good because the students were taught writing in English from their primary schools level.

Table 3.3

Southern Secondary School Student-Participant Profiles

S/N	Informant Pseudonym	Gender	Age	Tribe	Students' Writing Proficiency Status
1	(W31)	F	17	Hausa	Good
2	(W32)	M	16	Fulani	Good
3	(W33)	M	18	Fulani	Good
4	(W34)	F	17	Chamba	Good
5	(W35)	M	18	Fulani	Good
6	(W36)	M	16	Mumuye	Good
7	(W37)	M	17	Hausa	Good
8	(W38)	F	17	Yoruba	Good
9	(W39)	M	18	Igbo	Good
10	(W40)	M	17	Fulani	Good
11	(W41)	M	16	Yoruba	Good
12	(W42)	F	18	Hausa	Good
13	(W43)	M	17	Mumuye	Good
14	(W44)	F	16	Yandang	Good
15	(W45)	M	18	Fulani	Good

Source: School Record 2017.

Note: W = refers to writer (student-respondent)

The table presents the profile of fifteen students who are in form five. The students group consist of ten boys and five girls from seven different ethnic groups; Fulani, Hausa, Mumuye, Yandang, Igbo, Yoruba, and Chamba respectively that comprised the participants from southern secondary school.

3.4.2 The Teacher-Respondents

Six English teachers from three selected public secondary schools in Adamawa state, Nigeria participated. They are permanent staff with the educational qualification of a first degree in English language and education. The teachers have a minimum teaching experience of ten years in secondary school. The English teachers' responses are important in understanding the students' writing because they are the target readers of the sample written texts. It is insightful to understand how the teachers make sense of the students' texts.

All the teachers' informants are majoring in English in the stated public secondary schools in Adamawa state, Nigeria with the same range of in terms of teaching and learning in their working environment. The table below presents the teachers' profile.

Table 3. 4
Teacher-Participant Profiles

S/N	Informant Pseudonym Names	Qualification (English)	Gender	Age (Years)	Tribe	Experience (Years)	Job Status	Name of Schools
1.	Priest	B.A.	Male	40	Chukkol	18	Permanent	G.S.S Mubi
2.	Princess	B. A. Ed	Female	35	Igbo	14	Permanent	G.S.S Mubi
3.	Mayo	B.A.	Male	33	Fulani	12	Permanent	G.S.S Mayo Belwa
4.	Chukkol	B.A.	Male	37	Hausa	12	Permanent	G.S.S Mayo Belwa
5.	Chekke	B.A.	Male	38	Fulani	13	Permanent	A.M.C Yola
6.	Binkola	B.A.	Male	36	Fulani	10	Permanent	A.M.C Yola

Source: Adamawa state post primary school management board staff audit list report 2013.

Meanwhile, the table above presents the selected teachers' profile as obtained from the Adamawa state post primary school management board. The teachers' interviewees profile table consists of important components including the name, educational qualification, gender, age, tribe, years of experience, job status, and name of schools.

3.5 Selection of Participants

The current study uses English language teachers and students' of Adamawa secondary schools. The three selected public secondary schools are Government secondary school Mayo Belwa (GSS, Mayo Belwa), Government secondary school

Mubi (GSS Mubi) and Aliyu Mustapha College (AMC Yola) in Adamawa, Nigeria. In qualitative study, scholars such as (Duff, 2008; Creswell, 2014; Silverman, 2013) maintained that one to six is enough for qualitative study. Meanwhile, Kvale (1996) is of the view that the researcher can consider any number as participants in order to get the needed information.

This study selects six English teachers and six students' for the interview. This will mean four males and two females for the teachers'. Also, the students' consists of four males and two females for the students'. The age range of the teachers is from thirty and forty years old. While the age range for the students' is from fifteen and nineteen years old. Meanwhile, for the written test the students' (participants) were forty five for the three schools. Moreover, the sample techniques that were use for the selection is purposive sampling (Creswell, 2014; Gray, 2004; Meriam, 1998; Silverman, 2013). It is in line with the guidelines that the respondents are English teachers and teaching in the selected schools. Also, the students' are from the selected schools and in form five classes. Finally, given that some of the teachers are the researcher's school mates in either secondary school or university. The researcher does not found any difficulties in the field with regards to exploring Adamawa secondary school students'. The following flow chart (Figure 3.1) presents the participants from the selected schools:

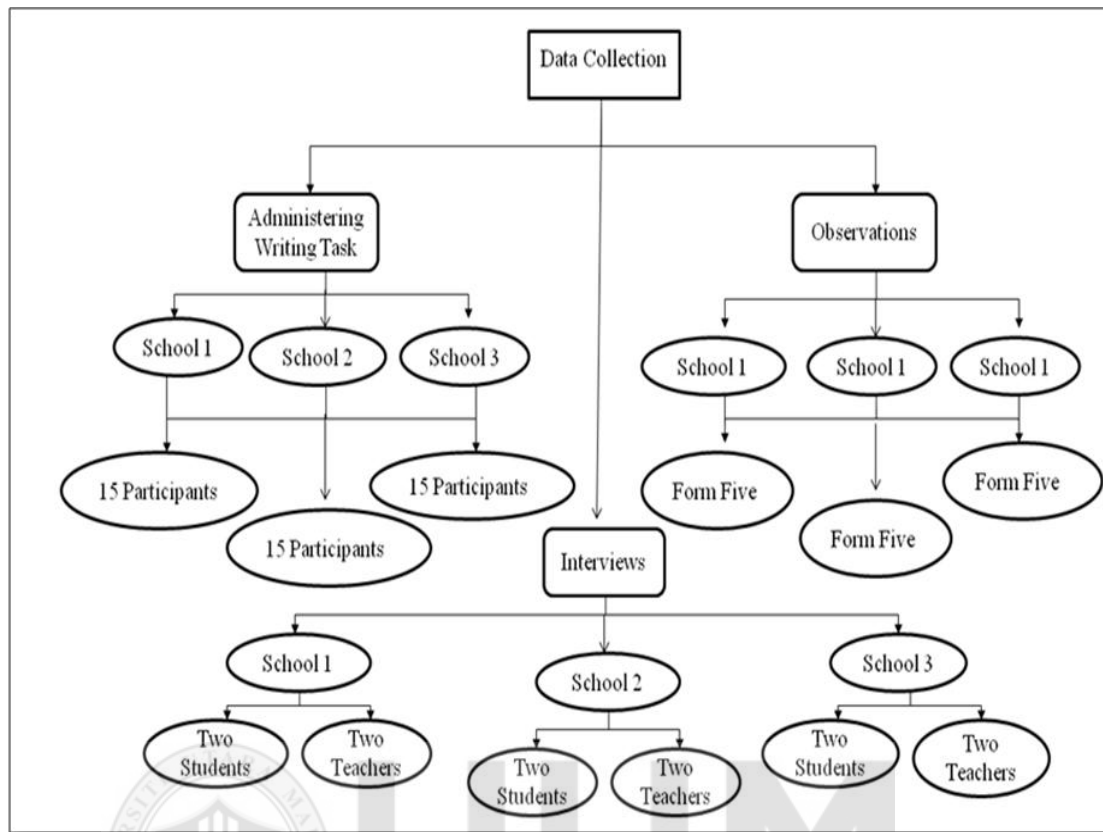


Figure 3.1
Research Participants
Source: The Researcher (2018)

3.6 Method of Data Collection

To obtain data, the researcher contact the principal of each of the three schools selected (GSS, Mayo Belwa, GSS Mubi and AMC Yola) and explain the intention of the study. The researcher briefs them on the criteria of voluntary participation in the study (Creswell, 2014; Gray, 2004). The participants were brief on the type of writing task that they were required to write. The type of writing is narrative essay specifically on the topic title “My experiences as a junior secondary school student). The length of the essay cannot be more than three hundred and fifty words and in hand written form. Similarly, the in-depth interview exercise for the selected teachers was conducted during their suggested time and place. In another hand, the in-depth

interview for the selected students was administered within the school area and during class hours. The criteria include that the teachers must be English teachers teaching in the schools and the students must be in form five (SS 11) of the schools. The participation is voluntary in nature and they were asked to sign a consent form which was prepared by the researcher. The collection of the data was easy because most of the teachers are childhood friends and school mates which was an advantage to the researcher in terms of cooperation. Finally, the researcher assured the participants about the adherence to the ethical issues (Creswell, 2007) which include confidentiality of their responses and contributions towards the study and that their responses can only be used for the sake of examining how Adamawa secondary school students' write narrative essay.

The students' written test was administered in the students' classroom that is form five classroom. The instructions of the written test were also read to the students before starting the test exercise. The instructions include the time allocated for the test was forty five minutes, the length of the essay cannot exceed 350 words and the test can only be in hand written form. Meanwhile, the participants for the interviews were in two groups: (a) English teachers (b) Form five students. The English teachers' interviews held only at their convenient time and place. The interviews type was face to face interview; this means one respondent at a time. The researcher attends to one respondent (teacher) per day because face to face interviews require more attention and time. Telephone interview during the course of collecting data was not used by the researcher. He only use it for the purpose of seeking for more explanation with regard to a particular points made in the interview.

Meanwhile, the interviews of the students were conducted within the school premises because the schools are boarding schools. Also, the students' interviews type was face to face as that of the teachers. This refers to one participant at a time. Here, the researcher attends to one respondent (student) per day because face to face interview needs adequate time. The interviews of the teachers and students were recorded with the help of the researcher's smart phone which the researcher is using before embarking on the study. Data were also analyzed through the means of hand analysis (manually).

3.6.1 School Profiles: Insights into the Three Public Schools

As shared, the research took place in the state of Adamawa which is situated in the north-eastern part of the country. It is one of the thirty six states in Nigeria. The public secondary schools are funded by the state government and the choice for the study as discussed previously is to have a reasonable representation of the three senatorial zones of the state.

One of the schools is the GSS, Mayo Belwa in the southern zone. It was established in 1976 by then military administration of the defunct Gongola state. The school is a boarding and mixed gender school. Similarly, it offers both sciences and humanities subjects. The second school is AMC, Yola which was founded in 1969 by the then military government. The school derived its prestigious name from the name of the late Lamido of Adamawa, the longest serving monarch in the state. The school is situated in Yola the state capital and the school represents the central senatorial zone of the state in the research. The school is a public school owned by the state

government. It is a boarding school comprising boys and girls. It offers both sciences and humanities subjects.

Similarly, the third selected school is Government secondary school Mubi which represents the northern senatorial zone of the state in this study. It was established in 1967 by the then military government. The school is located in Mubi town, the commercial center of Adamawa state, Nigeria. It is also a boarding and mixed gender school and offers similar subjects with the other schools. Similarly, these schools used the same syllabus and curriculum in terms of academic and non-academic activities which help the researcher to administer similar task to all the students-participant.

3.6.2 Administering Writing Task

To collect the written essays, the researcher work with the English teachers of the selected secondary schools in choosing an appropriate narrative topic. The writing task was administered in class by each of the class teacher concerned and the researcher as an observer in the class. This is to ensure that the students understand and do the task individually. The writing texts were collected by the researcher upon submission. The topic chosen is aligned with the English language syllabus. This means that the students have already been exposed to the writing components. The type of assessment is narrative essay which has not exceeded between thirty to forty minutes because the maximum time allocated for each subject in the school time table is thirty five to forty minutes. The venue of the test was the form five respective classrooms. The number of participants was forty five, with fifteen students from

each of the three boarding schools. Kvale (1996) viewed that one can use as many participants as he could to obtain what he wants. The students in the writing task consist of boys and girls because the schools are co-educated schools. The length of the essay cannot be more than three hundred and fifty words. The study use a purposive sampling (Creswell, 2014) which means the participants chosen were from the selected students from the three secondary schools who show interest to partake in the writing exercise.

Similarly, these students were asked to produce narrative essays in class based on a topic chosen by the researcher after discussing with the teachers. The written task was administered by the respective teachers in their own respective classes, which means that the task was administered on separate. The researcher obtained the details of the student particulars from the school files. The teacher would distribute the entire process by sitting in the back of the class. The students were informed that the task was a test and that the essays would be collected by the researcher. The chosen written task, a narrative essay, is one of the components in the English language subject which is taught for a term that is sixteen weeks and forty five minutes in a day. The data obtained were considered rich, rather emergent in nature, which means, the researcher managed to explore elements of self-revelation and confessional narrative in the writing. The study uses pseudonyms to identify the participants for the purpose of confidentiality. In this regard, these written essays reveal how Adamawa secondary school students' construct narratives and their identities through the language used.

The writing procedure consists of allowing the teachers of the selected participants from the three schools to administer the written test exercise. Similarly, the researcher was there in order to assist the teacher in the supervision and take note with other issues that are related with the study in order to help me during the analysis and reporting. First and foremost, the teacher inform the students to get prepare for at least a forty-five minutes written test exercise on narrative essay and the teacher highlight to the students all the instructions governing the test exercise which include the time stipulated for the task, the length of the essay, and they all advice not to share ideas from each and other because it can be regarded as malpractice. Secondly, the teacher asked the participants if they need further clarifications which some students asked questions with regards to the entire exercise and the teachers responded accordingly. Finally, the written test exercise was successfully as a result of the cooperation enjoyed from the participants as a result of adherence to the instructions by the students throughout the written test exercise. The following flow chart (figure 3.2) shows the steps of the written test exercise conducted in the three selected schools:

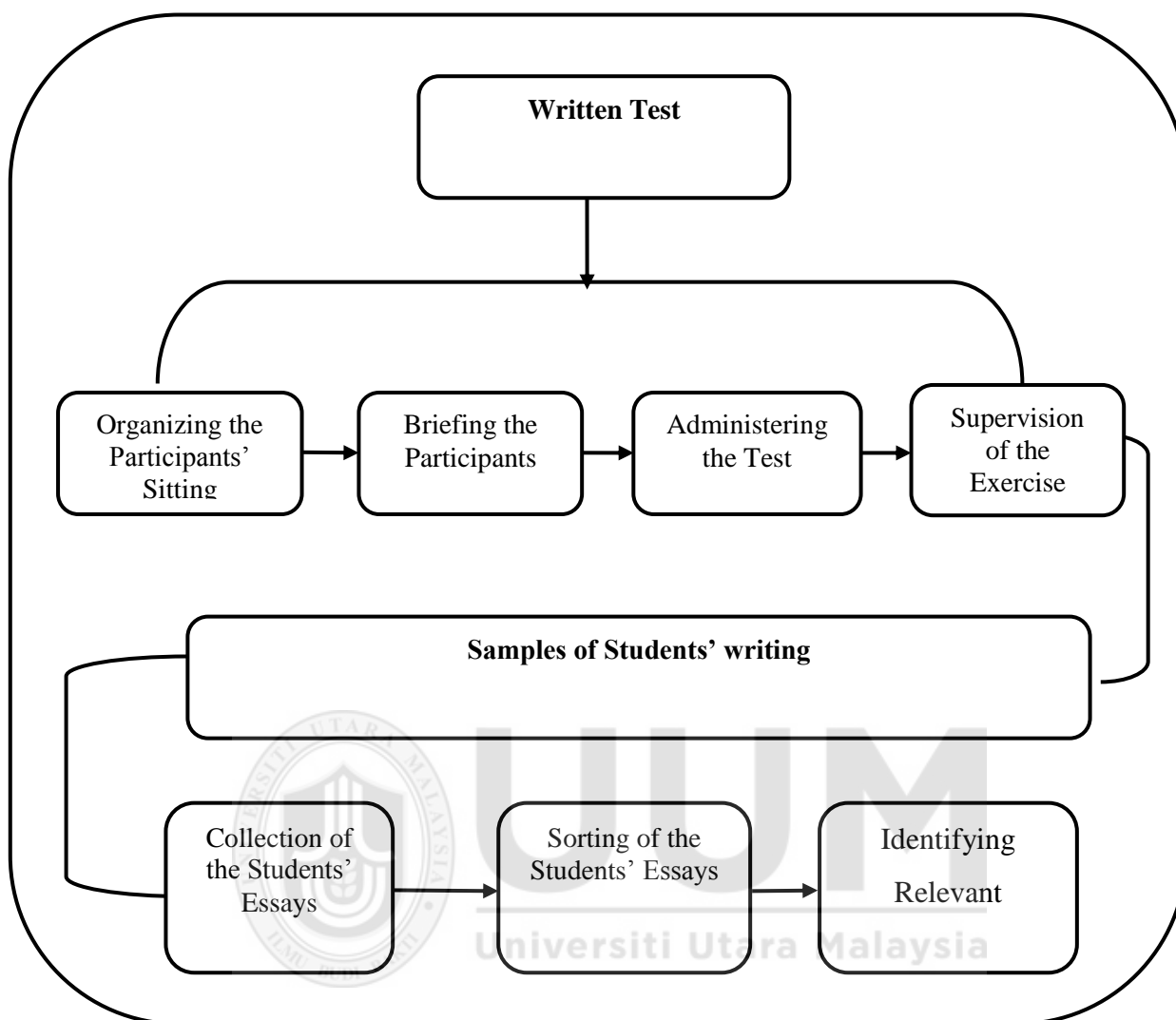


Figure 3.2
Written Test Procedure
Source: The Researcher (2018)

3.6.3 Interviews

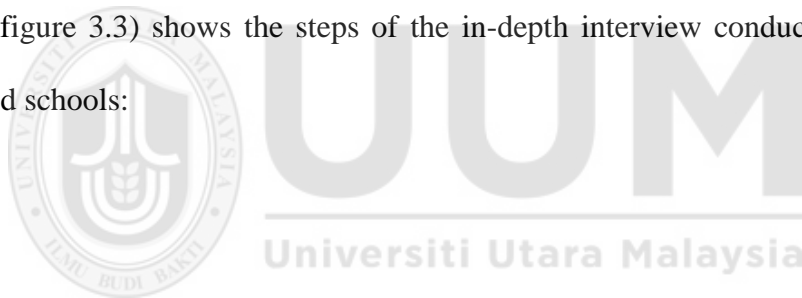
According to Gray (2004), interview is an interactive discussion between interviewee (participants) and the interviewer (researcher). Meanwhile, Harun (2007) asserted that interviews do not only provide information but help to motivate the ethnic respondents to express their feelings if carefully and properly prompted. Several scholars have used interviews as the instrument for collecting data in qualitative studies (e.g., Ahmed, 2014; Babae, 2015; Harun, 2007; Velasquez, 2010) to achieve

the research objectives. Thus, this current study also uses interviews to reveal insights into the Nigerian students' written composition. The reason for considering interviews in this study is because the objectives of the research are explorative in nature (Creswell, 2014). The type of interview that was used is semi-structured interviews because it gives the researcher an opportunity for probing to get in-depth information about the writer/self identity and self-other relations phenomenon (Rabiee, 2007). Such a phenomenon concerns how self is portrayed through the written words. It also concerns how the self relates to others in writing. The enquiries involve: does the written narrative reflect the author self? What can be said about the construction of ideas and the self in the writing (product)?

The researcher gives adequate attention to the interviewee by being neutral during the course of the interview. Probing was also done to obtain rich data. The researcher records, listens to the responses and cross-checks with the interviewees for the purpose of validity, reliability and analysis. This encourages the interviewees to proceed in expressing themselves (Ahmad, 2014). The approach helps the researcher to be equipped with sufficient information on students'.

Kvale (1996) explained the seven steps used in designing and implementing an in-depth interview. These steps were also used in understanding writer identity and the construction of the other in students' writing. The steps include thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting. The idea of thematizing requires the researcher to identify the subject of discussion and concentrate on the main aim of the research. Designing contains all the seven steps

identified by Kvale and the researcher must prepare adequately before conducting the interviews. Interviewing is an essential step that consists of list of subject matter to be dealt with during the interviews and the questions that can be asked. Transcribing is a useful step that helps in displaying communicative events in words from the recorded interviews. Analyzing is a step after transcribing that assists the researcher to know the issues related to the research design and approach to the data analysis in line with the research focus. Verifying is a step that works towards identifying the validity and reliability of the interviews results. Reporting means conveying the results of the research and approaches employed in a way that fulfills the requirements of scientific and ethnical procedure (Kvale, 1996). The following flow chart (figure 3.3) shows the steps of the in-depth interview conducted in the three selected schools:



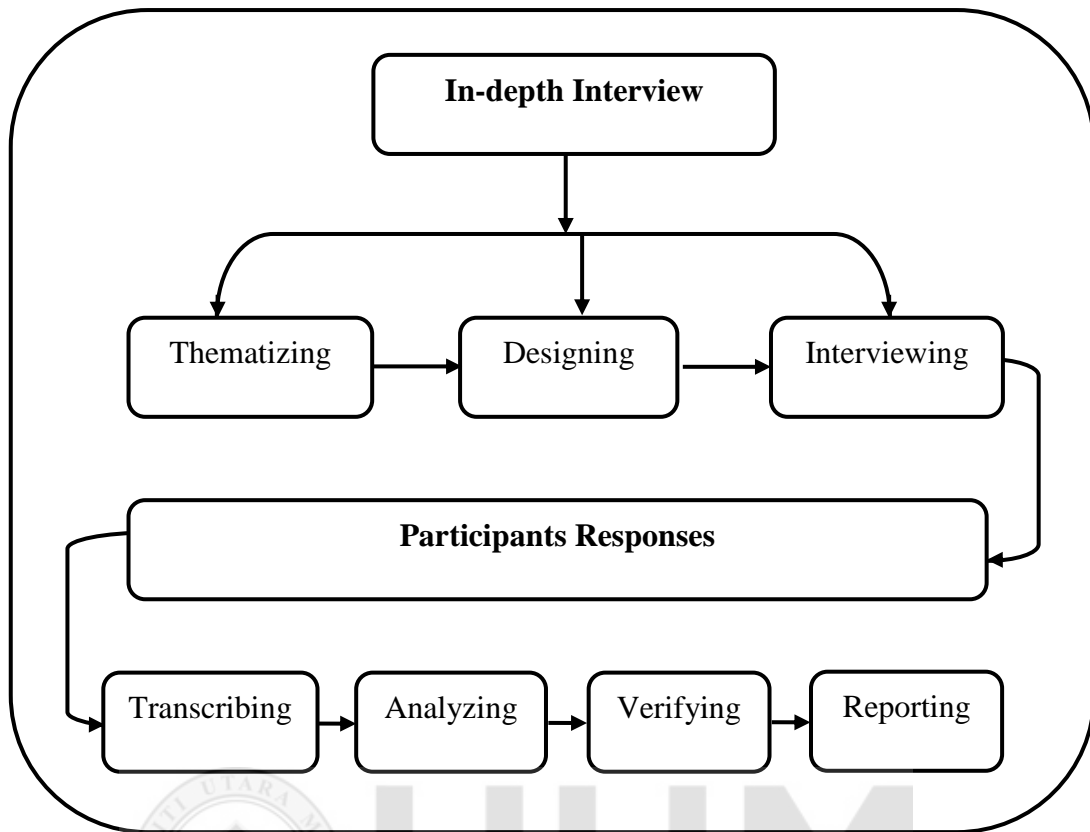


Figure 3.3
Interview Procedure
Source: The Researcher (2018)

3.6.4 Classroom Observation: During the Writing Task

Observation as one of the tools of data collection in qualitative study is not only means studying an event or activity and then writing down the facts. But, it is an act of engaging in a combination of actions such as sight, sound, smell, touch, taste, and perception (Gray, 2004). This study used observation as one of the tools of collecting data because of its numerous advantages. Its main advantage is it gives the researcher (myself) an opportunity to acquire more than only hearing about people's views and explanations of their characters and behaviors towards assessment of their performance in action during the writing process and interviews. Another reason is because it gives me the opportunity to view participants in their natural setting

precisely in their classrooms. Similarly, observation engages me to systematically study the participants' actions as it helps when analyzing and explaining their attitude. I engaged participants' in the observation as it concentrates more on the meanings that the participants provide to their actions (Saunders et al, 2000). Also, covert observation was done if the participant is aware of the observation, he or she may decide to change his or her behavior or attitude which can affect the validity of the entire result. Meanwhile, the issue of adhering to ethics during observation process is strictly considered by the researcher that means importance are attached to confidentiality of the identities of the participants such as their names and the origin remain confidential. Apart from that, the process of observation were duly followed during the observation in the three schools include seeking entry permission into the research setting, asking for consent of the schools principals (briefing the people in the research setting the aim of the study), creating a good rapport with the host community (Cresswel, 2014; Kumaravadivelu, 1999). In fact, the language classroom is not only a place for study, but it is also a tool for investigation. This means all the activities which are taking place within a classroom or in the school premises became the important target of the research (Allwright, 1983).

According to Patton (2002), observation is an appropriate approach to understand a difficult phenomenon in the natural setting. During the observation exercise in the three schools, the researcher prepared and used multiple observation instruments, the observation guideline, audio-recorder and note-pad for field notes in classroom and interview settings (Patton, 2002). The researcher plays the role of an observer during the written exercise in all the three schools. The researcher also paid close attention

to the participants during the interviews sessions. In line with this, the researcher was convinced that what was observed was identified by the purpose of the study (Mariam, 1998). With the help of using observation guidelines, the researcher observed the activities that took place during the written test in all the three schools beginning from how the teacher introduced the researcher, the written test question, the instruction of the writing task and the students' behavior before, during and after the written test exercise. However, during the data collection the researcher realized that the three schools have no adequate and qualified English teachers which affect teaching and learning of English language in the schools. Meanwhile, being a local, or 'son of the soil', the researcher used that privilege to enjoy the support of the teachers' and the students' in the collection of the data which could not have been easy if the researcher is a stranger in that specific study area. The entire observation time for each class which was done separately took approximately a period of forty-five minutes which is also the time given for the written test.

3.7 Method of Data Analysis

The study uses textual and content approach in analyzing the students' written texts and the interviews. The approaches enable the researcher to explore the details in the written discourse derived from the data. The recorded data was transcribed into written form before analyzing. Similarly, the researcher used thematic analysis as posited by (Braun and Clarke, 2006) to seek any patterns or language style emerging from the written narratives and the responses. Finally, the data obtained from the interviews and students' written texts were analyzed by categorizing the themes manually.

3.7.1 Analyzing the Students' Written Texts

To analyse the students' written texts, this study uses textual and content approach in analyzing the essay which was collected from the three selected schools as its main data. The rationale behind choosing textual and content analysis rather than other approaches is because the focus of the approach helps the study to explore the details in the students' written discourse. As the focus of the research is on the written essays of form five students of the three selected schools, the researcher analyzed the narrative essays to identify how the students construct their texts. Similarly, the study analyzes how identities of the students' reflect in their written discourse.

3.7.2 Analyzing the Students and Teachers Interview Responses

To analyze the interviewees' responses, this study uses textual and contextual analysis approach to analyze the data collected from the two groups of participants which include (i) teachers and (ii) students through the means of semi structured interview (Bourgie & Sekaran, 2013; Creswell, 2014; Gray, 2004). Before analyzing the responses of the interviewees which include teachers and students the responses were transcribed from audio to written form. The researcher gives back the transcribed versions to the interviewees to confirm their statements (Creswell, 2014; Gray 2004). This help in clarifying some daunting issues from either the researcher or the respondents' side and also it validate the data (Awang, 2012; Gray, 2004; Jha, 2014; Kvale, 1996). Finally, with the help of textual and content analysis method the study analyze the responses of the participants (teachers and students) through the means of interviews to examine how Adamawa secondary school students' write narrative essay and the way their identities are reveal in the written

3.8 Pilot Study

Pilot study is a process in which a researcher considers a small fraction of the main data and evaluates it before the proper study (Gray, 2004). The pilot study was done to find out if the students' writing was adequate enough to provide an in-depth data for the purpose of textual and content analysis in terms of its reliability and validity. Similarly, it aims to understand if the topic administered for the writing task exercise can be able to provide the student-writers identity at secondary school level of education particularly in a second language classroom. Also, the pilot study can give the researcher a clue if the participants understand the topic of the writing task and to verify if there is any need to make necessary changes to the topic for the writing task exercise. After the written test exercise, the researcher study the students sample essays and come up with some themes or topics.

The pilot study involves only one out of the three selected schools in Adamawa state, Nigeria. The school is Government secondary school Mayo Belwa. Also, the researcher can gauge the language patterns used in the narrative writing. Three students' were selected as participants for the pilot study. They were from five students of the same school. Moreover, the statistics of the total population of males in Adamawa state is 1, 607, 270 and that of the females is 1, 571, 680 which showed that the difference is negligible (NPC, 2006). With these statistics, the researcher selected two males and one female for fair a representation of the pilot study. Also, the participants represent the majority tribes in Adamawa state, Nigeria. The data for the pilot study were obtained only from the written task exercise that was conducted in the school premise because the school is a boarding school. The pilot study has not

influence any changes leading to the final instrument. Similarly, the researcher make sure that the topic for the written task is part of the form five English language subject syllabus in Nigeria before it was administered. The students in the pilot study were not involved in the research. Consequently, the researcher explained the topic of the writing task to the participants and the instructions governing the written test exercise to the understanding of all the participants. Similarly, the researcher attends to their questions in relation to the test before allowing them to continue with the writing.

The pilot study demonstrates that the participants used varieties of linguistics elements in displaying their own identities through the means of writing. The most dominant linguistics elements found in the student-writers writing that help in conveying the writers identity are the use of pronouns and nouns as demonstrated by (Hyland, 2003; Heller, 2007). Similarly, the findings reveal how the participants used language units such as words, phrases, clauses, and sentences to relate to the others in writing. This can be seen how the participants communicates their relations such as that of appreciations, caring, and salutation to the others who are the readers of their writing.

3.9 Validity of the Study

The validity of this qualitative research was understood by the use of primary data which was obtained through the students' written texts and the responses of the interviewees (teachers and students). To ensure validity of the data, the researcher follows several strategies. First, the researcher makes sure that the data is valid by

not attempting to influence the interviewees' responses during or after the interviews. Secondly, the researcher uses different sites, that is, three secondary schools to obtain the data which help to validate the data. Thirdly, the researcher spends much time in the field interacting with the participants and probing them during the interview sessions. The interviewees' confirmation of the transcribed interview responses was also sought for to ensure the accuracy of the data (Creswell, 2014; Gray, 2004; Jha, 2014). They would know their responses, if not totally; at least, partially. The purposive sampling technique employed also contributes in confirming the validity of this research (Kvale 1996). Hopefully, the discussion of the phenomenon about writer identity and how the writer associates with other in the writing can enable the other researchers to know more about writer and the style.

3.10 Reliability of the Study

In qualitative research, reliability simply refer to the findings that were obtained most be consistent with the data collected (Creswell, 2014; Gray, 2004). This study is reliable because of a number of reasons. First, it use interview to supplement the main data (students' written essays). Secondly, the researcher keeps records through writing and recording the activities that are related to the study from the field for reference purposes (Awang, 2012; Gray, 2004; Jha, 2014). However, the reliability of this study is associated with the presented and confirmation of the written extracts from the participants' sample narratives obtained from the three selected secondary schools in line with how their identity is revealed in the students writing.

Moreover, the researcher used audit strategy to discuss how the findings were gathered such as describing how data were collected, how the themes emerged, and how decisions were taken throughout the study. Also, another strategy that the researcher employed in order to ensure reliability was the use of in-depth interviews, and observation to supplement the sample of the student essays as the main data of the study.

3.11 Ethical Considerations

This study observes the ethical procedures identified by several scholars (Creswell, 2014; Dey, 1999; Gray, 2004; Jha, 2014). Firstly, the researcher asks for the consent from his respondents to participate in the research. Secondly, he provides an adequate provision for the safety of his participants. For instance, if the respondent becomes disturbed during the interview then, the researcher postponed the interview to another date. Thirdly, the confidentiality of the responses was guaranteed and the responses can only be used for the purpose of the research study. Also, the participant has the liberty to decide to withdraw from the research at any point in time. Meanwhile, the researcher was objective and neutral in the course of conducting the interviews and analysis.

3.12 Summary

The chapter has discussed research design, respondent selection, and the data collection procedure. It also discusses how, where and when the written task and the interviews were conducted in the three selected schools. Similarly, the chapter discusses how pilot study is used by the researcher in an attempt of studying the

students' writing before the proper data collection exercise. Chapter four presents the data analysis based on the three guiding research questions.



CHAPTER FOUR

FINDINGS

4.1 Introduction

This chapter presents the findings based on the students' written texts, the interview responses and observations. Approximately, five themes emerged from data. The collection of the written data was conducted for the period of four months between the months June and September, 2017. The chapter ends with a summary of the findings.

4.1.1 Students' Narrative Writing

Forty five samples of students' narrative writing were used as the data and written by form five students of three selected public schools in Adamawa state, Nigeria. All the students' that were selected have fulfilled these requirements (a) that the participant must be a student of any of the three schools (b) that the participant must be a form five (5) student and (c) the participant is willing to participate in the research. The participants were referred to using pseudonyms names as writer one to forty five (W1- W45) to assure the participants' about the confidentiality of their contributions towards the study. Similarly, the following chart presents the themes that emerged from the samples of the students essay based on the three research questions.

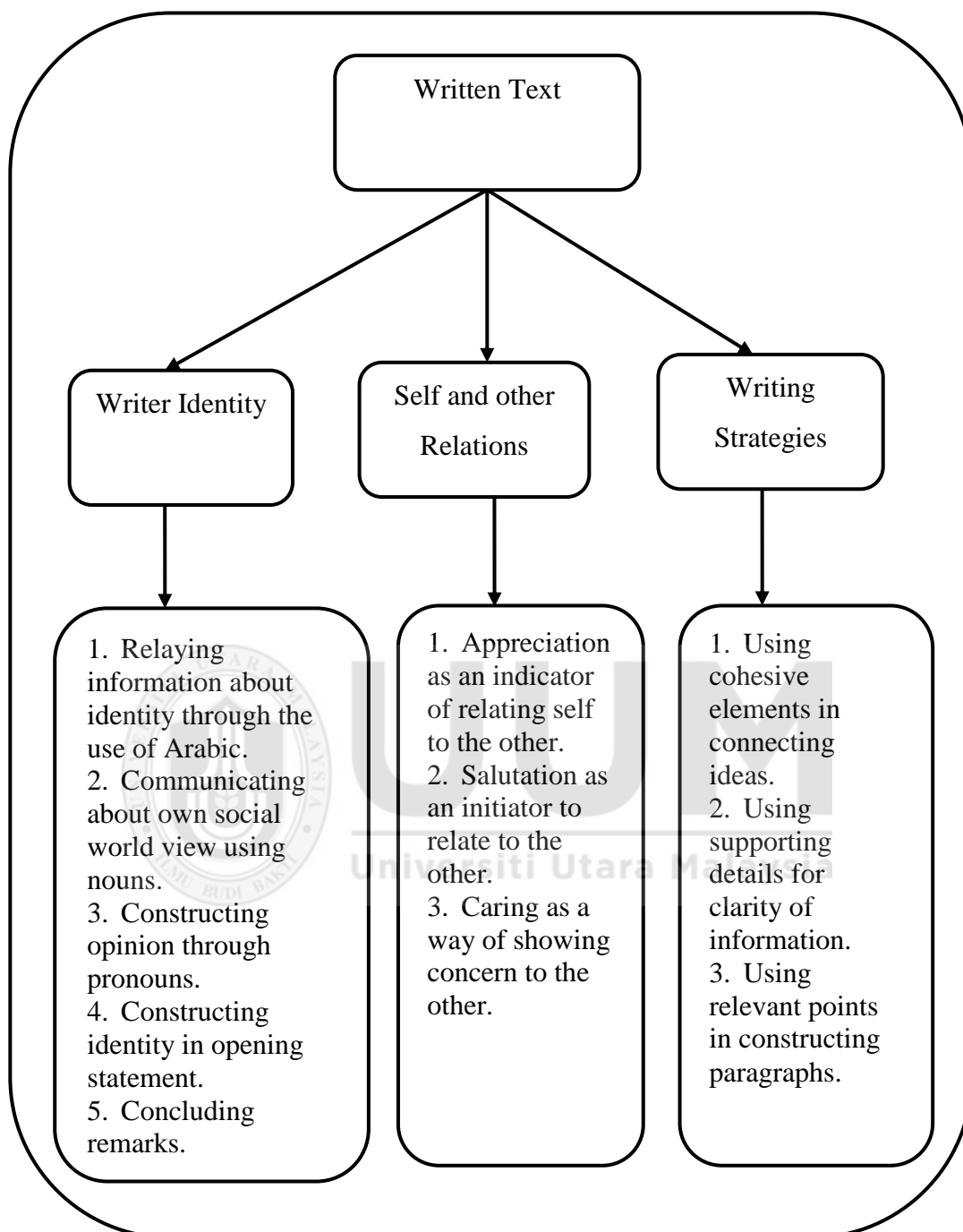


Figure 4.1 Interconnecting Themes
Source: Researcher, 2018.

4.1.1.1 Writer Identity: Revealing Identity through Language Use

Based on the analysis, the forty-five pieces of narrative writing reveals five themes. These themes reflect writer identity: (i) relaying information about identity through the use of Arabic words, (ii) communicating about own social-world-view using nouns, (iii) constructing opinion which reflect writer identity through pronouns, (iv) constructing identity in opening and topic sentences, and (v) concluding remarks. All of the themes contribute in displaying the student-writers identities through the personalized ways of interacting with the audience.

Similarly, in-depth interviews were conducted on the selected English teachers and students with the sole aim to support and understand what the students wrote during the written test exercise and also to understand how their teachers view the students writing in a classroom context with close reference to the student-writers identity.

4.1.1.1.1 Relaying Information about Identity through the Use of Arabic Words

Most of the writers make use of some Arabic words which were borrowed more specifically from Arabic language. This helps to enrich their writing and to convey information about their identities. Most of the students who borrowed words from Arabic language to display their identities through their writing have background in the use of English language because they were taught in English as a language of instruction in Nigerian schools. As well as the borrowed words mostly function as nouns in the sample essays. The following fourteen sample excerpts drawn from the sample essays that illustrate how the participants used Arabic words (in bold) as an act of borrowing contributes in revealing their identities in writing:

The **edil fitr** and **edil kabir** are very important ceremonies to **Muslim Ummah** particularly in Nigeria. As a Nigerian that year I in fact missed the **edil fitr** celebration at home and I hope it will not repeats itself **insha Allah** (W 9).

First and foremost, I have to thank almighty **Allah** for making it possible for me to finish my junior secondary school and now I am in form five. As a **Muslim**, I know it is not my effort or my plan is **Allah Subhanahu Watahala** that makes it possible (W 11).

Assalamu alaikum my beloved brothers and sisters, I want to share with you my experiences both the good and the bad ones during my junior secondary school days... (W 4)

... Our Muslim students' society (MSSN) organized every morning after **salatul fajir** on the reading of the holy **Quran**... (W 3)

... But, with **Allahu subhanahu watahala** intervention I have able to finish up my junior secondary school education... (W 24)

... As he always begins to talk he usually starts with **bismillahi rahmani rahim**...
(W 5)

... As a **Muslim** I can use the three languages to facilitate my **da'awa** program... (W 6)

... Who has the holy **Qur'an** and **Hadith** of **Rasulullah sallallahu alaihi wasalam** as the source of their **sharriah**... (W 26)

Alhamdulillah now with this experience I can cook more than some women...
(W 37)

... Experience in terms of practicing my religion as a Muslim from **talim** lectures which we usually organized it between **Magarib** and **Isha** prayers...
(W 12)

... So many aspects of our noble religion that is **Islam**... (W 10)

... The **Edil fitr** and **Edil kabir** are very important ceremonies to Muslim Ummah particularly in Nigeria... (W14)

... I hope it will not repeat itself again **insha Allah**... (W23)

... In another hand observing **Ramadan** in school helps me to concentrates more on my **Ibadah** than at home... (W 34)

*...and how to do **muhamalat** with others despites our diversity in culture and religion... (W 31)*

*... Have a tradition of organizing special **du'a** during and after our end of term exams... (W 45)*

From the samples of extracts drawn from the forty-five students' written narrative for the purpose of illustrations, all the words and phrases (in bold) demonstrate how the student-writers relate their experiences with religion, Islam. More specifically, their experiences indicate the commitments towards their religion, family, and social group. The borrowed words and phrases that display their religious identity through writing include: *Assalamu alaikum, Salatul fajir, Quran, Allahu subhanahu watahala, Bisimillah rahmani rahim, Muslim, Da'awa, Alhamdulillah, Talim, Magrib, Insha, Islam, Edil fitr, Edil kabir, Muslim ummah, Insha-Allah, Ramadan, Ibadah, Muhamalat, Du'a*. In addition, the borrowed words were used in the narrative texts as demonstrated by these student-writers. The sources of these borrowed words are from Arabic which is a language of Islam and the holy Qur'an.

Meanwhile, the interviewees' responses demonstrate that they perceived writing as way of using foreign or borrowed words particularly Arabic language to communicates about their experience that display their own identity through the medium of writing. It has reveals that the writers used nouns particularly proper and common nouns from Arabic language which in turn displays their identity in relation to religion affiliation. Similarly, the teachers also concurred with the submission of the students in their responses that borrowed words are used by the students which helps to give the identity of the writer in the context of written text. But, most of the participants admit that the use of foreign words during the act of writing is not

frequently used by the student-writers. Garba(S) who is Hausa by tribe and a student of government secondary school, Mayo Belwa states that using foreign or borrowed words from other languages is a way of displaying the writer identity to his or her reader. Similarly, Garba perceived that the act of using borrowed words in the course of constructing identity and self-other can be found in written discourse. According to:

In an attempt of communicating myself through spoken or written text, I used to borrow some words from Arabic to enable me express my points and as well describe who I am to my listeners or readers. Mostly, the most frequent borrowed words are usually common nouns and the origin of the words is from Arabic language. (Garba-S)

Therefore, Garba's words above demonstrate how he perceived the use of foreign words by the student-writers in an academic writing in order to display their identity that suggests their individual faith. The interview reveals that this act of borrowing from Arabic language is used mostly by the writers who are Muslims Faithfull. Nasir (S) who is a student of Aliyu Mustapha College, Yola and Fulani by tribe claimed that it is difficult for him as a true believer of the teachings of Islam to complete his speech in written or in spoken form without using some few Arabic words that suggest his identity in terms of religion or culture. As he remarked:

Yes sir, I understand that always my writing tells who am I to my readers easily in relation my gender, religion, tribe, and social status. In fact, no way I can write without the text speaks about me... (Nasir-S)

The above statement shows how Nasir aligned himself with the use of foreign words such as Arabic words which is generally believed across the globe that it is a language of an Islamic religion. He maintains that it is impossible to communicate to the target audience through the medium of written or spoken communication. The writers used common nouns from an Arabic language because it helps to relay

information about their identities to other people. Similarly, a number of teacher-respondents concurred through their submissions that the students perceived writing as a way of communicating about themselves particularly their faith, tribe, culture, and societal background.

In addition, most of the teacher-participants admit that they perceived their students in relation to their writing that the students construct their writing with the help of using loan words from other sister languages across the globe during the process of writing their written texts particularly their responses confirmed that the dominant borrowed words used by the students are originated from Arabic language. However, the study reveals that the act of borrowing from Arabic language as foreign words was mostly found in the texts written by only Muslim student-writers. Mayo (T) an English teacher at government secondary school, Mayo Belwa and Fulani by tribe maintained that the students use foreign words in the course of their writing in order to express about their experience through the context of written text. But, according to him only few of them who are mostly Muslim believers which are using words originated from Arabic in their writing. The following statement recorded from the interviews conducted with Mayo confirmed the above assertion:

No, not all of them have the habit of using borrowed words in their writing as a way of displaying their identity. Only few, who are mostly Muslim, used Arabic words during their writing particularly in a classroom situation ...
(Mayo-T)

With reference to the above statement from Mayo who is one of the selected teachers for the in-depth interviews confirms that even though foreign words were used by the students during writing task exercise in order to enable them convey the intended piece of information to the target audience. But, it is not dominantly use by all the

students in the course of their writing. As it is stated by Mayo the act of borrowing was only use mostly by the Muslim student-writers. In another hand, Chekke (T) as a Fulani native speaker and a teacher at Aliyu Mustapha college, Yola claimed that his students display their individual identity through written communication with the help of using some frequent use of Arabic words by the Muslim believers and non-native speakers of English and Arabic language such as Nigerians. He gives examples of some of these Arabic words that are frequent used by the students in the course of communicating their experiences during writing as *insha Allah*, *Muslim*, *assalamu alaikum*. The following are Chekke's words on the students' use of foreign words as their identity in a written communication:

In fact, it is true that some of my students use borrowed words from world languages such as Arabic language during their writing which conveys their faith. The most frequent words used by them were insha Allah, Islam, Qur'an, Muslim, Assalamu alaikum which easily inform me as a reader about the profile of the student... e.t.c (Chekke-T).

Furthermore, the findings from the interviews conducted with the selected teachers confirmed the findings reveal from the students' participants on how the use of foreign words by the students contributes in displaying their identity in the written texts as demonstrated also in the sample essays collected as the main data of the study. According to Princess (T) an Igbo by tribe and teacher at government secondary school, Mubi understand that the use of foreign words occupies an important place in displaying the writer identity. The study reveals how the student-writers used foreign words in their writing which in-turn displays their personal identity. The following words from Princess showed how readers (others) easily understand the identity of the writer through the use of foreign words in the text:

For certain, I understand most of my students through their writing entails their faith and family background which influence the content of their written texts and gives me information about them... (Princess-T)

The statement above demonstrates that the act of borrowing words from other world languages is not peculiar to a particular group of persons. This finding reveals how second language learners of English in Nigeria make use of borrowed words in constructing their stories and it helps the readers to understand the writers identity without knowing who are the writers.

4.1.1.1.2 Communicating about Own Social World View Using Nouns

First and foremost, most of the student-writers used nouns as a way of conveying about their identity through the written essays. The most dominant types of nouns used by the writers to display their identity are common and abstract nouns' these are illustrated by twenty-four participants in the following narratives:

*Secondly, another wonderful experience that even motivated me as a **man** more is how a particular **female girl** is leading our class in terms of performances which I cannot allow that to happen to me as a **man*** (W 14).

*First and foremost, as a **female student** I have a lot of experiences from the interactions between the **teachers** and **students**...* (W 1)

*However, with prayers to my lord in the school **church** and hostel I have able to finish my junior secondary school education...* (W2)

*... I was also given the **head girl** of the **school**...* (W 3)

*We use to conduct prayers for the peaceful coexistence of **Nigeria**, and for our academic successes...* (W 4)

*...As a **Nigerian** I can walk freely all the parts of **country** and interact with the people without any communication difficulties...* (W 6)

*... As a **Muslim** I can use the three languages to facilitate my da'awa program...* (W10)

*...even though I am a male **student** participating in the kitchen weekly provides me with the cooking skills... (W43)*

*...I have not found difficulties in terms of interaction with the community because I am also a **Muslim** and **Fulani** by tribe... (W 8)*

*As a **student**, one of the most important experiences I got during my junior secondary school days... (W 12)*

*Moreover, with this unfortunate development as a **man** I wake to face the challenge by involving in small-scale trading to meet up with the school fees... (W9)*

*...As a **Muslim**, one must combine western education and Qur'anic education which helps me a lot... (W 34)*

*...as a **Christian**, I believe with the **bible** as a **holy scripture** and a guiding book to all **believers**... (W13) One of the most annoying experiences I got during my junior secondary school days is on how we **women** have become an instrument of sexual violence. This is done by men. Nowadays in our **schools** one cannot even walk out freely without thinking otherwise (W 7).*

*... I have the intention to visits **Jerusalem** as a believer of the Christian religion to see for myself the holy places been described in the holy book... (W15)*

*... She appointed me as the class monitor and she gave my name to the **school** to be appointed as **house captain**... (W 14)*

*According to my people, I cannot go to school because a **girl** is expected to marry and take care of the **children**. But, my **father** refused to stop me from going to school... (W 16)*

*... As an active member of Muslim student society, I was given the responsibility of **Ameer** of the society for one academic session... (W 17)*

*...As a Nigerian I am worried about the life of our youths now towards the involvement on drug abuse and cultism which I am sure it will affects our dear **country**... (W 18)*

*...As a Christian **student** who attended a school that is situated in an area predominantly are **Muslims**. I have a lot of experiences which helps me in shaping my thinking about Islam... (W 20)*

*...We **Christians' students** have our worship area which is called **Church** and we do our fellowship programs peacefully... (W37)*

...Our lord **Jesus Christ** is helping us in our studies... (W25)

...during our junior secondary school days, all of us are **Nigerians** mostly northern Nigerians... (W 20)

... I received many prizes and became the first and best **female student**... (W 21)

...the members of our **fellowship Christian students association** are assisting new **Christian students** in terms of advice and necessary guidance... (W27)

...We **women** have become an instrument of sexual violence in the school recently... (W 22)

...I cannot allow that to happen to me as a **man**... (W 24)

...We **female students** are attacked frequently by the other sex in forms of harassment and molestation... (W 26)

... As **female students** we are scared in our school campus... (W 45)

...As a **Nigerian** secondary school student I have able to have experience of life during my school days. One of this is that even though I have a lot of friends that are **Muslims**, even my **boyfriend** is a **Muslim** and he loves and cares for me... (W 29)

Secondly, cooking is not a problem to me as a **girl**... (W 28)

As a **Christian student** who attended a school that is situated in an area which is predominantly Muslims. I have a lot of experiences which helps in shaping my thinking about Islam that it is a religion that promotes violence not peace. Moreover, even though our school is located in a Muslim dominated area it does not stop **Christians** from having their **church** as a worship area and we do our fellowship prayers without.... (W 5)

...we encourage ourselves to always attend **morning prayers** and be reading **holy bible** to ask for God guidance and protection... (W19)

The school management make a law that prohibited all of us who are **female students** going into the **males hostels**. This is as a result of realizing that one of the **girls** among us was **two months pregnant**... (W 29)

...I serve as a **labor prefect** during my junior secondary school days... (W 36)

*...I also observed that the some **Christian teachers** are attending **Sunday fellowship** with the students in the **school chapel**... (W23)*

*...He even sends me a letter asking me to accept him as his **girl friend** that he loves me... (W 44)*

*... As a **male student**, I was elected as the president of our cultural association... (W 40)*

For instance, the outlined samples of the excerpts above that were drawn from the forty-five written essays show how the participants employed the use of varieties of common nouns to convey their personal identities in their writing. The words (in bold) demonstrate how the writers make use of common and proper nouns to portray their identity. These reflect the origin, gender, religion, occupation and status of the writers. They also display how the choice of persons' as a member of a particular group in a society could be regarded as an identity. The nouns convey social-world-views which include: *female student, school church, hostel, head girl, school, Nigeria, Nigerian, Muslim, male student, Fulani, student, man, school fees, class monitor, house captain, girl, Ameer, country, Christian student, church, northern Nigerians, women, boyfriend, two months pregnancy, labor prefect*. The nouns or noun phrases used to portray the writers' identity reflect the latter's origin which includes: Nigeria and Nigerian as found in the sample texts. Similarly, another set of nouns or noun phrases were also used by student-writers in order to convey their identity in relation to gender, which include: *female student, head girl, male student, man, girl, ameer, women, two months pregnancy, boy friend, and girl friend*. Also, the nouns used by the writers for the purpose of portraying their religious identity include: *school, church, Muslim, Ameer, Christian student, and church*.

Therefore, a number of nouns or noun phrases were also used by the student-writers in an effort to display their identity as it reflects their occupation such noun groups include: *student, school fees, hostel* which helps to suggest that the writers were all students by their occupation as used by three set of writers. Finally, the findings also reveal that the sampled narratives employed the used of some categories of nouns that contribute in order to display the status of the writers as an identity in the academic environment such nouns include: *head girl, class monitor, house captain, Ameer, labor prefect* as were used by five different student-writers.

Similarly, the responses of the teachers and students from the in-depth interviews confirmed how the student-writers make use of nouns to be more specific common nouns in the course of communicating about their own social-world-view as an identity. The findings of the in-depth interviews with the participants supplement the results obtained from the samples of the students essays used as the main data of this specific study. Most of the interviewees testified that the use of nouns plays an important role in the process of displaying their identity in both written and spoken language because of the used of nouns in their writing. They give some examples of nouns that were used by them frequently in order to help them to communicate about their experience which in turn use as their own individual identity. These are some of the examples of nouns used by the student-writer as identity through written or spoken text: *woman, church, man, and Christian*. Sunday confirmed through the interviews that nouns contribute a lot in displaying writer or speaker identity through the means of written or spoken discourse. Here is a narrative statement from interviews with Sunday (S) as a Yoruba native speaker and student of Aliyu

Mustapha College, Yola demonstrates how students perceived the use of nouns as a way of displaying writers' identity through the means of writing:

In most of my writing, I make use of nouns, more specifically common nouns to communicate to my reader about myself. Using the common nouns can help my reader to understand the identity of the writer easily... (Sunday-S)

In line with the above statement from the student response through in-depth interviews demonstrates that the use of nouns as a part of speech in written or spoken communication helps tremendously in displaying the authors' identity in form of gender or religion affiliation as confirmed by Sunday in the above statement. Similarly, Pious (S) an Igbo by tribe and who is a student of government secondary school Mayo Belwa stressed the importance of the use of common nouns in particular to describe an individual according to his or her gender and religion easily in written or spoken discourse. His narrative reads:

Yes, I use nouns precisely such as girl, boy, man, and church. Because it can make it easy for me to discuss my experience as a student to my reader and to also make him or her to understand me better through the words I used that suggest my identity... (Pious-S)

Meanwhile, Pious's remarks illustrate how student-writers consider the use of common nouns as useful in the course of displaying their identity through the medium of written or spoken communication. The use of common nouns helps in displaying an individual identity in form of religion and gender easily. Elisha (S) a Kilba by tribe and a student of government secondary school, Mubi maintained that no way could that written or spoken text be completed and meaningful to the audience in terms of meaning and message without using nouns to complement the passage of the intended message and also to display the identity of the authors as communicated in the following narratives by Elisha:

No doubt, as a student I use nouns more specifically common nouns more often than not in writing essays in classroom than other part of speech because it helps easily in communicating about me as a writer to the reader than the other categories of words and I think the reader understand me better than...(Elisha-S)

Elisha and other writers like him consider and make use of nouns particularly in a written communication which in turn contributes in the course of displaying the authors identity that are related to how he or she view himself or herself in terms of gender and religion as experience. This finding coincides with the results obtained from the samples essays collected as the main data.

In addition, the six teachers' respondents selected confirmed that nouns are used by their students in their writing as one of the most familiar part of speech to the students in order to display their identity in written communication. First and foremost, Mayo (T) a Fulani native speaker through his words in the interviews declared that most of his students make use of part of speech specifically nouns which helps him to understand the identity of the student-writer easily. The following are Mayo's words:

Certainly, most of the students use part of speech particularly common nouns in writing and this gives me an opportunity to understand them easily by the use of nouns in constructing their own identity and self-other relation...(Mayo-T)

From the words above, it is demonstrated clearly that common nouns play an important role in displaying identity of the authors written or spoken discourse that relates mainly to ones gender and religion. Also, from an interviews conducted with Chukkol (T) a Hausa by tribe and who is a teacher of government secondary school, Mayo Belwa revealed that most of the writing of his students display the identity of

the authors by predominantly using a specific set of nouns that indicates if the writer is a female or male by using common nouns that suggest the gender of the writer of that particular text. The words below are from the interviews with Chukkol on the use of common nouns as a way of communicating about own social world view through an academic discourse:

Yes, for instance if the student make use of the common nouns such as woman or girl frequently in writing. I easily assumed that the student is a female or feminize writer... (Chukkol-T)

Certainly, it is evident from the words of one of the teachers who were interviewed and presented above that the teacher as the other through the student writing find it easy to know whether the writer is a male or a female by the use of certain common nouns. Similarly, Binkola (T) who is a teacher at Aliyu Mustapha College, Yola and Fulani native speaker claimed that the students' knowledge of parts of speech from primary to secondary education levels influence in displaying their identity through the medium of written discourse. The following statement from the interviews conducted with Binkola as a teacher affirmed the assertion that the students' knowledge of part of speech is use in displaying identity:

Really, because of the students' knowledge of nouns as part of speech also helps to portray the writers' identity in writing such as in narrative and other kinds of essays... (Binkola-T)

All the submissions make by most of the interviewees' either students or teachers shows how the use of nouns particularly common nouns contributes in displaying identity of the student-writers through written communication specifically in an academic discourse. Moreover, the findings from the interviews conducted with the selected teachers and students coincide with the result obtained from the samples essays written by the participants. Similarly, Priest (T) who is a teacher at

government secondary school, Mubi and chukkol by tribe maintained that the use of parts of speech in writing by the students help the reader to understand the writer's identity easily without knowing the writer. These are Priest words:

Mostly, I use to find it very easy to understand who my writer is by reading the text. As a result of the most frequent use of the parts of speech particularly nouns in the written story... (Priest-T)

The above statement by Priest demonstrated how the use of relevant parts of speech in written or spoken communication contributes tremendously towards displaying the writer's identity specifically in an academic discourse.

4.1.1.1.3 Constructing Opinion through Pronouns

The samples of the students' essays explore how the student-writers display identity by using pronouns, the personal and possessive pronouns. For instance, "*I, they, we, us, mine, them, my, our, me, he, you, their*" in discussing their experiences as presented by the following authors:

*..... For **those** of **us** who were privilege that **our** parents are rich and can afford to buy things like chicken, milk, milo e.t.c for **us**. **We** have some of **our** classmates that they came from a poor background or family which their parents cannot even afford to come or not even to say buy some things for them...(W15)*

*... **I** have a lot of experiences with little interactions with **my** male counterpart students and the teachers... (W 1)*

*... **I** was also given the head girl of the school... (W 3)*

*... **I** want to share with **you my** experiences that have to do with the good and the bad ones... (W 4)*

*... **I** engage in some menial jobs such as laundry and motor mechanic during weekends which helps **me**... (W 5)*

... **I** love **her** which **I** don't want to reveal **my** academic weakness to **her**... (W 8)

We do usually have MSSN meetings every Saturdays which is normally headed by **our** Ameer and Ameerah of the society... (W7)

... **I** cannot proceed because **I** and **my** mother cannot afford to pay **my** school fees... (W 10)

...**our** class has few female students, **they** are hardworking students... (W28)

He even advice **them** that **they** should consider the teaching of Islam first that the teaching of their tradition... (W 14)

As a result of **our** relationship **she** continues assisting **me** with some money and food stuff... (W 16)

... **I** am worried about the life of **our** youths now towards the involvement on drugs abuse... (W 18)

... **We** Christian students have **our** worship area which is called church and **we** do **our** fellowship programs peacefully without any intimidation... (W 20)

... **I** like English very well because it is **my** best subject and **my** future ambition is to become a linguist... (W 21)

We women have become an instrument of sexual violence which is carried out by men within **our** school... (W 22)

One of the most significant experiences which **I** cannot forget it is the way **I** used to take care of **myself** and pay **my** tuition fees which **I** found not easy. However, with God's help **I** have able to do that by the means of using **my** free days to walk into the town and do some small jobs which can earn **me** some money to provide for **myself** some basic things... (W 24)

... As female students, **we** are scared in our school campus today because of fair of harassment... (W 26)

... As a girl cooking is not a problem to **me** because **I** can even cook **our** traditional soup... (W 29)

... **I** hope it will not repeat itself by God willing... (W 31)

Moreover, with the introduction of French language in Nigerian schools, **we** Nigerians found the subject very difficult because Nigeria is not colonized by French. It is an experience on the aspect of the use of the language (W 13).

...**we** always organize group discussion within **ourselves** after school time... (W19)

... **I** consider **my** junior secondary school days experience as very important in **my** life as a student because **I** participated in different sporting competition and **I** won several prizes... (W 34)

One of the most important experiences which **I** cannot forget throughout my life time is how **I** manage to maintain myself and pay school fees which **I** found very difficult. But, with the help of Allah Subhanahu Watahala, **I** have able to do that through using **my** weekends to go to the town and look for menial jobs to do in order to get some money to take care of **myself**. **I** found **myself** in this situation because **my** parents are poor people (W 6).

... **I** have to thank almighty Allah for making it possible for **me** to finish **my** junior secondary school and now **I** am in form five... (W 37)

... As a male student, **I** was made as the leader of our ethnic group because in **our** tradition women are not allowed to be leaders... (W 40)

...**I** am a hard working student in **our** own class... (W23)

...**our** teachers are punctual to the class... **they** attend to **their** lessons and listen to the students... (W17)

... For those of **us** who were privilege that **our** parents are rich and can afford to provide **us** with some basic things such as chicken, milk, chocolates and sugar. **We** have some of **our** friends that they come from a poor home... (W 43)

We Muslims students of Aliyu Mustapha College, Yola have a tradition of organizing special du'a during and after **our** end of term exams... (W 45)

Moreover, with the introduction of French language in Nigerian schools, **we** Nigerians find the subject very difficult because Nigeria is not colonized by French... (W 42)

With reference to the highlighted different categories of pronouns used in each of the above sample excerpts from the forty-five written essays. I found how the used of pronouns particularly personal and possessive pronouns contributes in communicating the student-writers identity as demonstrated through their writing. In

fact, they are used to convey the identity of each of the authors. Also, the writers used them in written texts to do away with unnecessary repetitions' of nouns and other related words during the course of writing which can turn the entire text sound not interesting to the target reader. The findings reveal that the student-writers used personal and possessive pronouns mostly throughout their writing in order to display their identities and also to condense the information by avoiding unnecessary repetition of the same message. First and foremost, the personal pronouns used by the authors include: *I, you, we, me, he, and they*. But, the most dominant personal pronoun that was used by almost all the writers was first person singular personal pronoun 'I' which was used frequently by the authors in order to display their identities through the written texts. In another hand, the findings reveal that the writers also make used of possessive pronouns in the process of displaying their identities in a text. The possessive pronouns used by most of the student-writers in the course of demonstrating their identities are: *our, myself, us, my, our*. However, the most frequent used of possessive pronoun was 'our' which was used by most of the participants during their writing test exercise and it help in displaying their own identities to the reader of that particular written texts. In a nutshell, the writers that used different categories of personal pronouns through their writing in order to display their identities were eighteen in number. Similarly, the study found seventeen different authors used possessive pronouns as a means of displaying their own identities through writing.

Consequently, the interviewees' responses indicated that pronouns plays a significant role in constructing identity of the authors in a written discourse particularly personal

and possessive pronouns in the process of conveying their experiences based on Hyland (2003) assertion. The following students' interviewees responses supported the findings on the use of pronouns in displaying identity in writing as emerged from the students' sample essays:

Yes sir, I use personal pronouns most of the times in writing which I know it can helps to tell the reader of my essay more about myself ... (laughed). (Ali-S)

I know for sure as I use to using pronouns such as 'he/his' more often it can tell my reader that the writer is either a male or a female base on the type of pronoun used... (Laughed) (Elisha-S)

For sure one can easily convinced that this writer is a female or a male by constant use of a specific personal pronoun that suggest the type of gender the person belong to... (Nasir-S)

Moreover, the three responses above demonstrate how pronouns particularly personal and possessive pronouns use in order to display the authors identity in a written communication such as essay writing. First and foremost, Ali (S) who is a student at government secondary school, Mubi and Mumuye by tribe maintained that personal pronouns were used frequently by him in written or spoken texts which according to him can contributes in a different ways in displaying his gender identity to the target reader of his written text. Also, Elisha (S) as a Kilba native speaker claimed that using pronouns helps writers to display their identity through their written discourse and the reader can be able to know the identity of his or her writer with the help of using appropriate pronouns that appeared dominant within the text and suggest a specific gender. Similarly, Nasir (S) as Fulani respondent confirmed that the easiest way of displaying authors identity in both written and spoken discourse is by using pronouns to convey to the reader that the identity of the writer without announcing it. Also, with the knowledge of part of speech particularly

pronouns to most of our writers and readers at all levels of education in Nigeria as a second language users the readers can find it easy to understand the identity of the writer by paying attention to the pronouns used in the written texts. In a nutshell, the positions of the above respondents on displaying identity through the use of one of the prominent part of speech that is pronoun coincide with the findings from the sample essays.

Similarly, the three of the teachers' participants confirmed the opinions of the students on the use of pronoun in displaying authors' identity in a written communication. This is obtained during the in-depth interviews conducted with the selected teachers as part of the study respondents as indicated in the introductory part of this particular chapter. These are the respondents' views with regards to how pronouns are used during the course of displaying writers' identity in an academic discourse such as narrative essay:

Yes, appropriate use of pronouns can be consider as one aspects of displaying identity by the writer and my students are using them in their writing which helps in conveying their identity easily... (Chekke-T)

For instance, assuming the student that wrote that piece of text is a female. I can easily predict that the writer is a female by her ability of using appropriate pronouns to express her opinions through the essay. And mostly my predictions are turning to be correct... (Laughed) (Chukkol-T)

Yes, my students show their familiarity with the use of pronouns in both written and spoken communication which helps in saying much about them... (Princess-T)

With reference to the submission of each of the above participants opinions on how pronouns were used by student-writers in order to display their individual identity in the context of written communication. Most of the responses collected from the

interviews conducted with the selected teachers indicate that pronouns are important markers of identity in written or spoken discourse. Also, the findings of the interviews demonstrate that the writers normally use pronouns in their writing in order to provide alternatives to constant repetitions of the use of words in the medium of writing which can turn the entire written text not interesting to the audience.

4.1.1.1.4 Constructing Identity in Opening Statements

In the same vein, the samples data also indicate that the authors of the samples essays start their writing mostly by presenting themselves as authors of the texts that consists the first paragraph of the entire essay. This way of beginning a written text which the students employed contributes in providing to the reader the profile of the author as an identity through the written text as illustrated in the following narratives:

Presently as a senior secondary school student, during my junior secondary school days, I have the opportunity to go through different curricular and extra-curricular activities which gives me a lot of experiences. (W 8)

*First and foremost, as **a female student** I have a lot of experiences from attending a mixed school which has to do with harassment and intimidation by the male students... (W 1)*

*My experiences as a **junior secondary school student** from 2008-2010 helps me in my day to day activities now... (W19)*

*I begin my junior secondary school in **St. Peter high college Pello in Wukari local government area of Taraba state**... (W 3)*

*Assalamu alaikum my beloved brothers and sisters, I want to share with you my experience which I obtained during my **junior secondary school days**... (W 4)*

First and foremost, one of the most important experiences I got during my junior secondary school days is on how the death of my father, who is supporting my education financially, morally and otherwise, affected my studies. (W 10)

*Presently, as **a senior student** I encounter many challenges which has to do with new teachers, new subject and a lot of pressures by the teachers... (W18)*

*One of the wonderful experiences I got during my **junior secondary school days** is having the opportunity to learn the three major Nigerian languages... (W43)*

*Presently as **a senior secondary school student**, during my junior secondary school days I have the opportunity to go through different academic and non-academic activities which gives me a lot of experiences... (W8)*

*I obtained my junior secondary school certificate from **government secondary school Lamsa, Guyuk local government area of Adamawa state**... (W 9)*

*One of the most important experiences I got during my **junior secondary school days** is on how the death of my father... (W 10)*

*I attended a school that is situated in an area occupied by Muslims as **Christian student** (W20)*

*One of the most annoying experience as **a junior secondary school student** was how we women were molested by men in the school... (W 22)*

*I am an (SS 11) **form five student of G. S.S Mubi**, I have many experiences during my junior secondary school days which I want share with you... (W 24)*

*First and foremost, I started my junior secondary school at **government junior secondary school Mayo Belwa local government area of Adamawa state**... (W 25)*

*First and foremost, nowadays we **girls** are confronted with bad experiences in **schools** across **Nigeria**... (W 26)*

*Thirdly, as a **Nigerian secondary school student** I have able to have experience of life during my school days... (W 28)*

*As a **secondary school student** who is just **sixteen years old**, I have a terrible experience with one of my female class mate... (W 31)*

*First and foremost, I have to thank almighty Allah for making it possible for me to finish my **junior secondary school** and now I am in **form five**... (W 37)*

*Secondly, it is very pleasant to recollect my school days from form one to the present **form five classes**... (W38)*

I am an (SS 11) form five student of G. S. S Mayo Belwa. I have many experiences during my junior secondary school days which help me in day to day activities within and outside the school environment (W 2)

*I started my junior secondary school at **G.D.J.S.S Luggere Yola north local government area of Adamawa state**... (W 39)*

*We **Muslim students** of **Aliyu Mustapha College Yola** have a tradition of organizing special du'a during and after our end of term exams... (W 45)*

Certainly, it is evident from the above presented samples opening statements extracted from the various samples of the students' essays that the student-writers used a unique strategy of constructing the opening statements of their written texts by discussing about their personal information as presented in (bold) in each of the above sample excerpts before narrowing down to the subject matter which gives the audience a prior information about the identity of the author from the opening statement of that specific text. The study found most of the student-writers used similar style of opening their written essays during the writing task exercise by providing their profile that suggest their occupation, level of education, name of school, gender, age, religion, local government origin, and state of origin. The most dominant kind of profile used by most of the student-writers is presented here with its authors. First and foremost, the levels of education of the authors were found discussed in most of the opening statements of the samples essays. For instance, the phrase '*junior secondary school student*' was used by twelve writers in different context which helps to convey their level of education to the target reader. Similarly,

the phrase '*senior secondary school student*' as a profile appeared in the introductory paragraphs of eight writers in order to show to the reader the level of education of the author of the text. Also, the findings revealed that two student-writers present their class level in school using the opening statement as a style of communicating their identity. In other hand, the study demonstrates that other categories of writers' constructs their opening statement in writing by discussing issues that suggest their gender such writers include (W 1, 26). Also, another profile of the writers that reflects their faith was found in the opening paragraph of authors (W 20, 45). The writers' local governments' origins were also form part of the first paragraphs of their written essays such writers were (W 25, 39, 3). Similarly, another student-writers profile that suggest the state of origin of the authors was used as part of the opening sentences of the samples essays such writers include (W 25, 39). The findings showed that the introductory part of the samples essays display the writers' profile that reflects the names of the schools such authors include (W 39, 3, 45, and 25). Finally, the study found that one of the texts written by writer (W 31) display his identity that suggest the age of the student-writer and also the occupation of the writers were discussed as their identity through writing as it is illustrated in text written by writers such as (W 10, 34).

Meanwhile, the responses of the in-depth interviews conducted with the six selected students show that the interviewees' use to begins their writing normally with providing information about themselves as authors of the texts which can also help their readers to know more about the writers of the texts they are about to read it. According to the respondents, they use the first paragraph of their writing to discuss

information that is related to their profiles. The following are the responses of the three participants that confirmed how as student-writers start their written essays:

I always discuss most of the important points about myself in the first sentence of my essay... (Pious-S)

Yes, my first paragraph expresses issues that are related to my school experience... (Sunday-S)

Yes sir, I always make sure few things about my story are in the first paragraph of my essay as the writer... (Laughed) (Elisha-S)

In fact, all the three respondents above confirmed that during writing activities they usually construct the opening statement of their written discourse by giving details about themselves such as their age, gender, qualification, experience, and origin which can enable their readers to know something that can suggest the identity of their writers easily before they proceeds in developing the other parts of the essays.

Similarly, the study reveals that only two teachers commented that their students have the attitude of beginning their writing with information about themselves before discussing other issues that are related to the subject matter. The participants admit that it is easy for them to know the writer by simply reading the first paragraph of that particular essay. The following are the testimonies of the two participants:

It is true that most of the first paragraphs of my students' writing provide their information pertaining age, gender, school, class level, ethnic group, and religion... (Priest-T)

I observed from most of the writing of my students that they normally give little information about themselves as a form of introduction before other things... (Chekke-T)

From the above statements, the teachers responses coincide with the responses obtained from their students with regards to how they usually display their identity in

written communication particularly narrative essays. The findings obtained from the in-depth interviews with the selected English teachers and students were in consonant with the results obtained from the samples essays written the selected students as the main data of this study. In a nutshell, this provides the audience of the text the needed privilege to understand the identity of the author from the first paragraph in that written discourse.

4.1.1.1.5 Concluding Remarks

The student-writers employed a unique style of closing their written essays as a pattern of displaying their identity through the written text has demonstrated in most of the samples essays. The study reveals that most of the participants used linking words such as finally, in summary, or in a nutshell and later followed by sentences that well discussed their experiences as student-writers at secondary school level of education in Nigeria. The following are illustrations from the students' essays as samples in order to show how the writers conclude their essays as an identity:

Finally, these are some few experiences of mine during my first few days in the secondary school... (W12)

In conclusion, these are part of my experiences as a junior secondary school student... (W1)

*To sum it up, with my parents' constant du'a and with the focus I have towards my studies I have able to come out with an **excellent result**... (W 4)*

*In summary, in fact during my junior secondary school days I faced with a lot of difficulties and challenges which has to do with **new environment and studies**... (W7)*

*Finally, this is some of my experiences during my **junior secondary school days**... (W 8)*

*In a nutshell, I am grateful to almighty Allah for making it possible for me to memorized the holy Qur'an at the **tender age** (W 10)*

*In summary, as an **active member** of our Muslim student society of Nigeria (MSSN) the congress elected as her **Ameer** for one academic session... (W16)*

*In conclusion, as a **Nigerian** I am worried about the life of our youths nowadays as a result of their involvement in drugs abuse... (W 18)*

*Lastly, life as a **secondary school student** is interesting and also an important experience that one cannot be able to ignore as a **child**... (W 20)*

*Finally, these are some of my few experiences during my **junior secondary school days**... (W 24)*

*Finally, I was impressed with my parents and teachers concern towards my **education and carrier**... (W 25)*

*Finally, the majority of the tribes in our school that were predominantly Christians include: **Yandang, gengle, mumuye and some few chambas**... (W 28)*

*Finally, another experience is on the important of **western education** and how it helps me to understand more on how to practice my religion... (W 37)*

*In summary, these are some few of my experiences as a **junior secondary school student** as discussed in the previous paragraphs... (W 41)*

The study demonstrates how the participants sum up their stories as a concluding paragraph of the written essays. It reveals that they mostly conclude their written texts with a single statement that can convey most of the important points including the writers profile as discussed in the body of the written story in a summary form. Moreover, the study found that most of the concluding part of the sample narratives begins with linking words and followed by the entire summary of the most relevant points that suggest the writers' identity which was already discussed in the body of the story. Similarly, each of the closing paragraphs which helps in reiterating the title of the written texts and identity of the authors as displays in the above presented

narratives. I understand that about twelve student-writers employed almost similar way of concluding their writing and in another way by displaying their personal identity.

In addition, the study found that the respondents through the in-depth interviews admitted that the student-writers have a peculiar way of concluding their writing which helps to reiterates their identity in terms of writers' experiences. The responses of the selected students as interviewees with regards to how identity was display by them in the concluding part of the written communication such as narrative essays:

I conclude my writing normally by given the summary of the points that talks about the topic in one single paragraph... (Sunday-S)

For instance, I usually conclude by re-emphasizes the issues that are connected to my experiences because the subject matter is on my experience... (Nasir-S)

Yes sir, most of the time my last paragraph always presents something about myself as the writer... (Laughed) (Garba-S)

The statements above illustrate how identity is reveals in a concluding part of a written text. These views were all obtained from the in-depth interviews conducted with the selected students. All the three submissions outlined above and obtained from the students participants revealed how the use of concluding part of essays displayed writers' identity by highlighting their experiences through written communication. In another hand, three sets of teachers' interviewees concurred with the views that concluding statements are use as a way of displaying identity of writers during writing process. The following are the views of some of the teachers in respect of their students' style of concluding essays:

In the course of marking the students' papers, I understand that they use to present again their experiences as a form of conclusion... (Priest-T)

Yes, most of my students discuss issues such as their level of education, age and gender in the last statement of their essays... (Mayo-T)

I observed that almost all the students used a unit pattern of concluding their writing by discussing their experiences in life in a summary form... (Binkola-T)

From the responses of the teachers presented above, it indicates how their students used to conclude written texts by way of recapitulating again their experiences and profiles about themselves which was already discussed in the previous paragraphs particularly in the first paragraph of their essays. Similarly, the findings from the responses of the participants also shows how mostly the closing sentences of the essays written by the students reiterate the topic of the texts and contribute in displaying the authors' identity.

4.1.1.2 Self and Other Relations

The section presents how student-writers present selves and relates to others through their writing. Also, through rigorous analysis of the written texts three themes emerged. The themes are: appreciation as an indicator of relating self to the other, salutation as an initiator to relate to the other, and caring as a way of appreciating the other. For the purpose of justification of the emergent of these themes illustrations were provided from the students written texts.

4.1.1.2.1 Appreciation as an Indicator of Relating Self to the Other

Approximately, two third of the forty-five participants uses varieties of vocabularies, phrases, and sentences. This suggest that the identity of the writer (self) as a unique

style of portraying selves. Also, the result reveals that this particular theme emerged in about thirty-five samples essays written by the participants and it shows that it is the most dominant theme among the three different themes that emerged from the data as presented below:

... **Alhamdulillah** with the *support* of my father who refused and resists the pressure from the family I proceeded to go to school... (W8)

... it is a daily routing to all Christian students in our school to gather in the morning to praise our creator by showing **adoration**, **glorification** and chanting **halleluyah** for more mercies...(W9)

... As a new student my *senior brother* continues to guide, advice and assists me which helps me a lot, *I am very grateful* to him... (W11)

... *I thank God* with the *concern* of my fellow friends in the school who always identify with me during trying moment... (W 5)

... I have nothing to say apart from **thanking God** for being with me up to this level... (W4)

... My class mistress is always **happy** with me because of my performance in the class... (W7)

... **Alhamdulillah** now with this experience I can cook more than some women if given the opportunity... (W 6)

... **I am grateful** to almighty Allah for making it possible for me to memorize the holy Quran at the tender age... (W 10)

... **Alhamdulillah!** I have able to get more experience in terms of practicing my religion as a Muslim from the talim lectures... (W 12)

... **Alhamdulillah** with the *support* of my father who refused and resists the pressure from the family I proceeded to go to school... (W 14)

... as a new student my senior brother continue to guide, advice and assist me which helps me a lot, **I am very grateful** to him...(W 17)

.. **I thank God** with the *concern* of my fellow friends in the school who always identify with me during trying moment... (W 16)

... I have nothing to say apart from **thanking God** for being with me up to this level... (W19)

...now with the interaction with my Muslim colleagues' **I make to understand** that Islam is a religion of peace... (W 20)

... **With the help of Allahu subhanahu watahala**, I have able to do that through using my weekends... (W 24)

... As a result of my poor performance, my father is not happy with me and he treating not pays my school fees again if I have not change... Based on my improvement from the subsequent terms, my teachers and parents are **all impress with me**... (W 25)

... My teachers **help me** in improving my speaking and writing skills which also affected my performance... (W 29)

... Which I indicated **my happiness** with some materials as gifts... (W 31)

...**Praise the lord aliluyah**... (W13)

... Christopher is a **nice friend** who always encouraged me to read my books and not keep bad friends... (W 33)

... My class mistress is **always happy with me** because of my performance in the class... (W 35)

... Also, I **respect** my teachers including the principal of our school because of the training I received from my parents on giving respect to elders... (W36)

... Despites the poor financial background of my father but he continues supporting me with words of encouragement and prayers which plays an important role towards my success with this efforts and concern, **I must thank my parents**... **Alhamdulillah to almighty Allah**, I have able to become one of most few ones within our ethnic group members that attended this certain level of education ...another experience is with this western education it also helps me to understand more on how to practice my religion-Islam and how to do muhamalat with other peoples despites our diversity in culture and religion. (W37)

... **I like most of our teachers** because they give us the needed knowledge... (W 38)

... So **I have to praise the lord** for giving me this wisdom... (W 40)

... **I am happy with my parents** because of the way they take good care of me... (W 43)

The study shows how the samples of excerpts outlined above demonstrate the used of various units of language that comprises words, phrases, and clauses to communicate the act of appreciation as a relation to the other in writing as highlighted in each of the sample excerpts presented as illustrations. For instance, in a text written by (W6) uses borrowed word “*Alhamdulillah*” to communicate her appreciation to the creator and her father (other) for giving the needed encouragement to continue her studies. Also, the choice of a word “*grateful*” by (W17) shows how language is use to convey appreciation by the self to the other (brother) as a result of advising and giving the necessary assistance to the self. Similarly, an act of displaying appreciation through language by the self to the other is identified in an excerpt written by (W37) as “*I must thank my parents*” this statement conveys the child (self) appreciation to the others (parents) for giving him the required training as parents. Finally, (W 25) uses a phrase “... *impress with me*” to communicate how his parents and teachers appreciate his performance in the school exams which motivates and encourage him to do more next exams.

In fact, from the interviews conducted with the two sets of participants comprises of teachers and students it was found that the selves and the others demonstrated high level of appreciation as an existing relation that relates them during and after the classroom activities. Almost all the six students that participated as interviewees on this particular phenomenon maintained that in one way or the other they show an aspect of appreciations to their teachers as a mark of relation through the use of appropriate language between them during and after the teaching and learning

process in the classroom environment. For instance, Nasir (S) a Fulani native speaker claimed that students mostly use appropriate language such as ‘thank you, sir, thank you, madam’ in order to show relation of appreciation to their teachers within or outside the classroom activities. In fact, all the other five students which include Garba, Pious, Ali, Elisha and Sunday submissions aligned with that of Nasir claimed on the use of language to convey the relation of the students and teachers that has to do with appreciation. Similarly, interviews reveal that the teachers also appreciate their students efforts in the course of marking students scripts or during teaching in the classroom environment by using some phrases such as “*Weldon, please, keep it up, or please clamp for him or her*” which helps in motivating the students and also to improve the existing relations between the teachers and the students. During the interviews exercise, Mayo (T) a Fulani by tribe said and I quoted him as follows:

Our students use to show their satisfaction by using some words that can suggest to us that they appreciate the teaching particularly if they understood the teacher well during the process of delivering the topic (Mayo-T).

The above quotation coincide with the views and responses of the other five selected teachers who also have the same or similar opinion that their students are demonstrating a form of relation that relates appreciation through the use of words or gestures. This action helps in straitening the other existing relations between teachers and their students.

4.1.1.2.2 Salutation as an Initiator to Relate to the Other

The emergence of this theme was as a result of the students are identified to be using borrowed words from Arabic language in particular the Muslims participants and

English phrases as a way of confirming and interacting to others through their written texts. Meanwhile, in the course of the analysis the samples essays were considered as in their original form without editing the errors of the students in order to maintain the status core of originality of the samples texts as were collected from the participants. These are some few sample excerpts drawn from the forty-five written essays used as illustrations as how the student-writers relates to others through the medium of writing to convey an act of salutation.

... Let me start by **recognized** *your patience and contributions...* (W 7)

... **Peace be upon to you** my dear friends... (W4)

... As junior students, we must **comment** *the efforts of the school management...* (W11)

First and foremost, I want to extend *my greetings* to you and I am... (W 13)

... The new teacher that was sends to our class... after we **welcome him**... he introduced himself and the subject... (W12)

We must **claps** for our legislators for the work Weldon on revisiting the existing laws on drug abuse seeing how it affects the youths... (W15)

... Let me start by **acknowledging** *your attentions and presence before proceeding to discuss the main subject...* (W 3)

... **Assalamu alaikum** *my brothers and sisters...* (W 5)

... As junior students, we must **greet** *our teacher and senior students as a sign of respect...* (W 10)

First and foremost, I want to extend *my greetings* to you and I am... (W 14)

... The new teacher that was sent to our class... after we **welcome him**... he introduced himself and the subject... (W 16)

...*peace be upon to you...* (W19)

We must **salute** *our legislators on their efforts of making laws that can improve the living condition of the citizens...* (W 18)

*... Our parents are trying with us by providing all the necessary things; we must pay back through our **actions and words**... (W 43)*

The student-writers demonstrate how the act of salutation as a form of relation occurred between the selves (writers) and to the respective others in various forms through the content of writing. The authors used means of borrowing, English phrase structures, and choice of appropriate words in order to indicate that salutation is another way of connecting self and the other through the medium of written text. More specifically, through the samples essays, the results show how the writers relate to others as illustrated by seven participants. For instance, W3 make use of an English phrase “...acknowledging your attentions and presence...” which indicates that the writer (self) communicates salutation to the other who is referred with the use of a personal pronoun (you). Similarly, the study also found that borrowed words were used to convey greetings or salutation from the writer (self) to the others as demonstrated by W4 as “assalamu alaikum...”) meaning peace be upon to you. W10 used the verb “greet” to illustrate how salutation connects between self and others which consist of brother and sister as embedded in the text. The study reveals also the use of the sentence structure “My greetings to you” by W13 in an effort to communicates salutation as a writer (self) to the other who is described with the use of a personal pronoun “you”. The text written by W15 “We welcome him” indicating that they (Selves) greeted the teacher (other) as presented with the use of pronoun “him” in the written text. Mean while, W18 uses the phrase “salute our legislators...” communicating that they (selves) are satisfied with the performance of their other who is described as the legislator. The final excerpt written by W43 as “...pay back through our actions and words” reiterates the existing relation between

the writer (self) and his parents (others) by communicating salutation to them in any form.

Certainly, from the interviews conducted with the two sets of participants which include the selected students and the English language teachers revealed that salutation is identified as one of the dominant relation that exist between the selves (students) and the teachers (others) in an academic environment which secondary school is inclusive. First and foremost, the researcher begins the in-depth interviews with the six selected students on the aspect of self and other relation in the students' narrative essays and all of them accepted that salutation is one of the most basic relations that connect the students (selves) and the teachers (others) within and outside the classroom situation. Garba(S) as a Hausa by tribe claimed that it is part of the duty of a student to greet his or her teacher in or around the school as a mark of student and teacher relation. He added that in their school who ever refused to greet his or her teacher can be punished according to school regulations and it is part of the training we received in the school which according to him is a good training to them as future leaders. Similarly, the other five students which include Nasir, Pious, Ali, Elisha and Sunday submissions with regards to self and other relations in the students writing aligned with Garba's claimed that salutation is a mark existing relation between the students (selves) and the teachers (others) in a school environment. Meanwhile, they went ahead to give some examples of salutations used frequently by them as a mark of relation between them and the teachers as "*Good morning sir, Good morning madam*" and if it is religious teacher they greet him in Arabic language as "*sabahul khairi*". Also, the researcher conducted another interviews with

the selected English teachers from the three schools and all of them maintained that their students have the culture of greeting them weather in the class or outside the classroom environment. All the teachers' interviewees admit that they considered salutation as one of the relations that can be seen in practice between students and their teachers and it help in the training of the students to be good future leaders.

Princess (T) an Igbo English teacher at AMC, Yola claimed:

My students' forms the habit of greeting me not only in the school premises but also even in the town as a mark of respect and recognition to my personality ... (Princess-T).

The above statement from one of the teachers' interviewee shared how salutation is used as a relation between the students and the teachers which also demonstrate the way the teachers appreciate this kind of relation that use to exist between them and their students.

4.1.1.2.3 Caring as a Way of Showing Concern to the Other

This particular theme explores how the student-writers used language by means of displaying caring to their others (readers) through written language. This noble objective is achieved by the participants' ability of using content words such as: *loves, likes, treats, advice, and guidance* which help in conveying caring as an existing relation that connects the writers (selves) and the others (readers). The following are some demonstrations from the students' texts:

... The boy is **helpful** to me... and always willing to **assists** me... (W 2)

... Also most of the teachers show **special interest** in me because of the way I participate in the classroom activities... (W13)

...Most of my teachers know their subject matter; I **enjoy** most of their classes... (W 9)

... The teachers and the non-teaching staff are always giving us the needed attention we required and willing to offer **advice** and **guidance** to us... (W14)

... He even sent a letter asking me to accept him as his girl friend that he **loves** me... (W 6)

... Also my form mistress **like** me because of my intelligent, she also appointed me as a monitor in the class... (W 13)

... I had also come in contact with many teachers; I **like** most of them... (W15)

... Our class mistress always treats us as her children by **giving advice**... (W14)

... The Patron of the society is always available to provide **advice and necessary guidance**... (W 12)

... Only during my senior secondary school days that I have the experiences of friendship with a girl as a relationship. She is a brilliant student which also encourages me to concentrates more because I **love** her... (W 8)

... In fact, I am **cherished** by my class teacher; he always listens to me... (W11)

... He gives them **advice** that they should consider the teaching of Islam first than the teaching of their tradition... (W7)

... As a Nigerian, I am **worried** about the life of our youth nowadays on taking hard drugs... (W18)

... The man **advice** us on religious and academic matters... (W 20)

... They **attend** to us one after the other and correct our mistakes... (W 21)

... I was a good boy during my junior secondary school days because of that all the teachers **loves** me... (W 29)

... I have a terrible experience with one of my female class mate. In fact, I don't have anything before me apart from **thinking about her** which affects my academic performance... (W 31)

The writing reveals how participants use caring as a way of appreciating the other through written communication. The first sample excerpt written by W6 presents the

other with the use of the pronoun “he” and the writer (self) is presented as the receiver of the action of the other (boyfriend) which suggest an action of caring to the self (writer). W13 uses the verb “like” to demonstrate how the other (form mistress) relates to the self (writer) as a result caring that displays caring and affection to the student. The excerpts written by W8 communicates how self (writer) and other (girl friend) relates between them as a result of showing loves as a care as seen in this narrative “...*Friendship with a girl as a relationship... I love her*”. Meanwhile, a statement “...*I am cherished by my class teacher...*” in an essay written by W11 uses the word “*cherished*” to conveys the relation of caring that connects the writer (self) who is described with a personal pronoun “I” to the other as (class teacher). Similarly, W18 demonstrates concerns on how the other (youths) are engage in hard drugs which according to the self (writer) it can affect the future of the country. W31 used an English phrase “...*thinking about her...*” in order to display the caring attitude to the other (female classmate) through the medium of written communication. Also, the study found that an element of caring and affection was employed in a text written by W15 as demonstrated by the use of a verb in this excerpt “...*I like most of them*”. Finally, W29 described the self with a pronoun “me” that is as a receiver of the action performed by the other (teachers) which conveys the type of relation that relates the two interlocutors in a written text.

Consequently, the in-depth interviews reveal how language is used by the students and teachers in an academic environment to display an act of caring as a manner of appreciating the other (teacher) by the self (student). From the participants responses gather during the interviews on this phenomenon of self and other indicates that there

are different actions that suggest how the participants' exhibits care and concern through written or verbal communication in a school context. The interviewees' added that the caring and concern is obviously occurring between teachers and students precisely in a classroom environment. Elisha (S) a Kilba by tribe maintained that he use show and also inform some of his teachers that their subjects are his best subjects because of the way they teach the students in the class that makes him to have more interest on the subjects.

Similarly, Elisha's submission was not different with that of the other five students' interviewees that relation of caring and concern is occurred between selves and others as a result of their behaviors, actions, and interactions of the students (selves) and the others (teachers) in the classroom situation. This relation contributes in providing an enabling environment for teaching and learning specifically in an ESL classroom. In fact, the other teachers' interviewees' aligned their views with that of Elisha. The extract below is a quotation from the interviews conducted with Chekke (T) who is Fulani by tribe and one of the selected English teachers' interviewees' maintained:

Majority of our students do recognized their teachers as others in their writing and they use to show their relation with the teachers in a way that the teacher will understand that they like the subject or the topic (Chekke-T).

The excerpt above communicates how the students (selves) and their teachers (others) relates caring and concern on each other through the medium of written or spoken language. Also, it helps in providing an enabling environment for teaching and learning precisely English as a second language in Nigeria. Binkola (T) as a Fulani native speaker claimed that the students relates with them through writing

which enable them to understand that they students are following the teaching process or there is need for them to change the method of their teaching in the class.

The following extract is Binkola's statement:

Definitely, most of my students have the attitudes of showing respect to us by using written or spoken communication which helps in creating a cordial relation between the students and teachers in the class (Binkola-T).

The excerpt above illustrates how the teachers (others) and students (selves) relates to each other in the classroom situation which helps in enhancing the teaching and learning in particular writing in English a second language in Nigerian context.

4.1.1.3 Writing Strategy

All the samples essays were collected from the forty-five participants' that accepted to participate in the written test exercises that were conducted in the three schools between the months of July-September, 2017. The data were analyzed and the results reveal three themes. The themes include: using cohesive elements in connecting ideas as a writing strategy, using supporting details for clarity of information as a strategy in writing, and discussing relevant points through the use of paragraph as a strategy of writing. These themes were supported with illustrations from excerpts drawn from the sample essays as demonstrated below.

4.1.1.3.1 Using Cohesive Elements in Connecting Ideas

The study reveals that most of the samples texts showed that cohesive elements are used by the participants as writing strategy in their written communication particularly in an academic context. The result shows that the student-writers used cohesive elements frequently through their writing in order to make the texts more

interesting to the readers. Similarly, the dominant kind of cohesive elements identified in the samples texts is grammatical cohesion specifically reference cohesive tie as indicated in the following sample extracts:

*First and foremost, as a female student, **I** have a lot of experiences... harassing and intimidating **me** sexually. Even the teachers that **I** regarded as my **parents** turn out to be asking **me** to see **them** in their personal offices.* (W1)

*... **I** was also given the head girl of the school... (W3)*

*Assalamu alaikum my beloved brothers and sisters, I want to share with **you** my experiences both the good and the bad **ones**... (W4)*

*... As a male student participating in the school kitchen provided **me** with cooking skills... (W6)*

*... I am lucky the girl is a serious student on her education which encourages **me** to concentrates more because I love **her**... (W8)*

*... As a man, **I** wake up to face the challenge by involving in the small-scale trading... (W10)*

*Also my form mistress like me because of my intelligent, **she** also appointed me as a monitor of the class... (W13)*

*One of the experiences and challenges, I cannot able to forget is the belief of my ethnic people... according to **them** girls are expected to marry and take care of the children... (W14)*

*As an active member of our Muslim student society of Nigeria (MSSN) **I** was given the responsibility of Ameer of the **society** for one academic session.* (W16)

*...recently our legislators have wake up on that problem and **they** started looking on the existing laws with the intention of working on **them**... (W18)*

*As a Christian student who attended a school that is situated in predominantly Muslim area... **I** have an experience that shapes my thinking about Islam. This in fact helps **me** to change my early thinking about Islam that it is a religion of violence and terrorism. (W 20)*

*Women are confronted with different forms of sexual violence and it becomes today **one** cannot move freely without thinking otherwise. (W 22)*

... I have the experience of interacting with people from different religion and tribes such as **Igbos, Yorubas, Kilba, and Margi**. (W 24)

Nowadays, because of the cases of raping to female students these days **we** are scared of going to the classes at night... (W26)

Even my boyfriend is a **Muslim** and **he** loves and cares for me... as Christians, **we** use to have our fellowship prayers on Sundays... (W28)

I have a terrible love experience with one of my female class mate. I did not have anything before me apart from thinking about **her** which affects my studies. (W31)

I have a friend called Christopher a very good and nice person. **He** used to give me a useful advice on how to go with the school life... (W33)

As a student, **I** consider my junior secondary school day's experiences as very crucial in my life... (W34)

Despites the poor financial status of my father, **he** continue supporting me with words of encouragement and prayers which plays an important role towards my success... with this efforts of my parents, I must thank and appreciate **them**. (W 37)

During the cultural week competition, our yandang cultural group participated and **we** won the first position that year. (W40)

...As a female student, it is the first time of its kind when a male approach me in the name of love that specific night **I** could not sleep. **He** even sends a letter asking **me** to accept **him** as his girl friend that **he** loves **me**. (W43)

As a female, I choose to go for law profession because the other professions that is medicine and bankers **one** cannot have time for **herself, her husband and her children**. (W45)

The financial challenges of my family have come to the stage that I cannot continue with my education because **my parents** have no means of paying my school fees. (W3)

From the sample extracts presented above, the study reveals that the participants used cohesive elements as a strategy during writing in order to connect all the relevant ideas together in the course of writing a story. The dominant cohesive elements used by these student-writers were the grammatical cohesion, namely, the reference

cohesive type, lexical substitution, and nominal substitution types. Similarly, in each of the above extract the study identifies the cohesive elements used by the writers and presents it (in bold) form. The most frequent used of cohesive elements in almost all the sample texts comprise of '*me, them, I, You, ones, her, she, they, we, and he*'. For instance, W1 used personal pronouns '*Me*' as an object to refer back to the writer of the text who was presented as '*female student*'. Also, in the same text the pronoun '*them*' was used to described the '*teachers*' through the medium of the written communication. Meanwhile, W3 used first person singular personal pronoun '*I*' which helps in pointing forward to the '*head girl*' as cataphoric reference cohesion. Similarly, W4 employed the use of personal pronoun '*You*' to describe the common nouns '*brothers and sisters*' as anaphoric reference cohesion. In the same vein, the writer proceeds to the word '*ones*' towards the end of the text to substitutes it with the word '*experiences*' which is a nominal substitution. The personal pronoun '*her*' in a text written by W8 is pointing backward to the noun '*girl*' as anaphoric reference cohesion. Also, the study revealed the used of the pronoun '*she*' as anaphoric reference by W13 which refer back to the common noun '*form mistress*'. Interestingly, W18 found using plural personal pronoun '*they*' referring backward to the common noun '*legislator*'. The study reveals that W24 uses lexical substitution in the course of connecting ideas during writing as the writer substitutes the word '*people*' with '*tribes*'. Similarly, the plural personal pronoun '*we*' substitutes the compound noun '*female students*' in a text written by W26 as a strategy to discourage avoidable repetitions of words or phrases in a written communication. W28 uses singular pronoun '*he*' to refer back to the compound noun '*boyfriend*' as an anaphoric reference cohesion. Similarly, personal pronoun '*he*' was found used by

W33 pointing backward to a proper noun ‘*Christopher*’ in order to make the entire written story more interesting and not boring to the target reader. As reveal from the samples texts, using cohesive elements by the authors to communicate their experiences can contributes in realizing a detail message through the written communication.

Therefore, the responses of the interviewees reveals how the student-writers use cohesive elements as a strategy in writing to enable them connect ideas during writing task for the understanding of their readers. The findings from the interviews supplement the results obtained from the samples essays analyze as the main data of this study. Six respondents including three students and three teachers responded that using cohesive elements helps in connecting ideas during the process of writing task and they used it as a strategy in their writing to construct a text that can be free from unnecessary repetitions of words or phrases within the content of the essay which can make the whole or part of the text boring to the reader. Most of the interviewees demonstrates that pronouns are use to replaced other words such as nouns in writing in order to avoid frequent uses of the same words in the same text which can discourage the reader from proceeding in reading the story. The following are the responses of the participants on the uses of cohesive elements as an important strategy in writing:

I use pronouns in my writing in order to make my story clearer to my teacher by so doing my essay will not be repeating the same words frequently...
(Garba-S)

Connecting your points well during writing will help you to convince your teacher to give you good marks... (Pious-S)

I try as much as possible not to be using the same word more than necessary in my essay in order to make it interesting... (Elisha-S)

Similarly, the study reveals that three teachers responded on how their students construct essays using cohesive elements as a writing strategy. All the three responses obtained from the selected teachers concurred with the submission of the students in their responses that cohesive elements play an important part as a strategy during writing task. The following are the submissions from the three teachers with regards to how student-writers used cohesive elements as a strategy during writing in achieving connectivity of ideas in a written communication:

Really, I understand that the uses of pronouns by my students in their writing made the entire texts interesting to me as a teacher because it helps them not to continue repeating other words such as proper nouns unnecessary... (Priest-T)

Yes, I observed that the points that the student want to discuss in the story are connected to some certain level because of the use of some pronouns like personal pronouns... (Mayo-T)

Most of my students connect their essays in a way that their stories will be free from ambiguity of information and this style writing used by most of them made the essay interesting to me as a reader and teacher... (Chekke-T)

In the same vein, the responses obtained from the in-depth interviews conducted with the selected teachers and students confirmed the findings reveal from the samples essays that the student-writers used cohesive elements in connecting ideas as a writing strategy during constructing stories particularly in an academic environment. Similarly, the interviewees concurred on the view that pronouns helps the students tremendously in connecting, enriching, and enhancing their written stories from the point of views of their teaming readers. Likewise, the responses of the teacher-interviewees are in consonant with the selected student-participants in area of using cohesive ties in writing their stories as a strategy.

4.1.1.3.2 Using Supporting Details for Clarity of Information

The sample essays show that most of the participants use supporting details as a strategy in order to achieve clarity of information and to avoid ambiguity of message for the understanding of the readers. The result indicates that the participants used supporting details frequently during their writing in order to provide adequate information about their experiences. Similarly, the writers use examples, illustrations, itemizations, and reasons as the supporting details during the course of writing. The aim of using this particular strategy is to provide more explanations of the points they want to communicate to their readers as part of writing strategy as identify in the following sample excerpts:

*... They give reasons that because they need basic things such as **soap, detergent, food stuff, and other things** for their upcoming... I use to advice some of them that they should fear their creator and be cautious with sexually transmitted diseases such as **HIV and gonoria**. (W1)*

*The teachers used to evaluate our performance by giving us either **test, assignment, class work, or home work**... (W2)*

*I must skip **breakfast, lunch, or dinner** which also affects my concentration on the study... (W4)*

*During our junior secondary school days, we were taught subjects such as **integrated science, introductory technology, and social studies**. But, subjects in senior secondary school classes include **government, physics, and chemistry** e.t.c... (W5)*

*... The opportunity to learn the three major Nigerian languages such as **Hausa, Igbo, and Yoruba**... I engage in some menial jobs such as **laundry and motor mechanic** during weekends... (W6)*

*My problems and challenges during my junior secondary school education are: **loneliness, distance from parents, and punishment** e.t.c... (W7)*

*As students, we are expected to **sweep the school compound, classrooms, and offices** before the commencement of teaching... (W9)*

... How the death of my father, who is supporting my education **financially, morally, and otherwise** affected my studies. (W10)

The categories of food include **'gamza' means maize and 'garin kwaki'** which I have to eat not because I like the food but to enable me survive... (W12)

Sometimes I operate the system of 0-1-1 or 1-0-1 which means one must skip breakfast or lunch... I have able to bring all the Muslim sects together such as **Izala, Dariqah, and Shi'ait** under one umbrella which is MSSN. (W16)

The actions of these students in the school cause serious concern to other students and the teachers. Some of the actions of the groups include **raping, stealing, and drug abuse**... the members of these groups come from a rich families whose parents are **politicians, traditional rulers, and business men and women**... which I am sure it will affects our dear country **politically, economically, and socially**... with the involvement of all stakeholders such as **religious leaders, traditional leaders, and the judiciary**. (W18)

... I use to participates in the inter-house and inter-school competitions during my junior secondary school days among them are **quiz, debate, and essay writing**... also, I am part of the school teams of **volley ball, hand ball, table tennis, and basket ball**... (W21)

Although a lot of sensitisations and preaching are ongoing by our **pastors, fathers, and bishops** on the ugly situation to our Christian youths during the Sunday's prayers and other similar religious activities... (W22)

Every student is expected to wash his **uniform, use sandals, and shocks and put on ID card** during school hours... (W23)

I have the experience of interacting with people of different faith and tribes such as **Igbos, Yorubas, Kilba, and Margi**... (W24)

Majority of the tribes that are Christians' students in our school include **Yandang, gengle, mumuye, and some few chambas**... (W28)

... My junior secondary school education helps me to improve in these four language skills: reading, listening, speaking, and writing... (W30)

...during my junior secondary school days, I also know the importance of **punctuality, respect, discipline, and neatness** to a student... (W32)

... Our school has qualified teachers on subjects such as **English, mathematics, physics and chemistry**... (W41)

... *We always expect our parents on the visiting day and they used to come alone with things like **sugar, milo, eggs, bourvita, and chicken** for us in the school...* (W 43)

... *Experts were invited to our school every term from **law, medicine, engineering, and bankers** to give lectures on their professions.* (W45)

Consequently, in line with the above presented sample excerpts from the forty-five student's written essays it is evidence that the participants used supporting details such as illustrations, exemplifications, enumeration, and reasons in order to provide adequate clarity and to make the entire story free from ambiguity from the understanding of the reader. In the same vein, the words (in bold) in each of the excerpts above is providing a more detail information on the underlined words that are in the same excerpt for the purpose of clarity of the message to the target reader. The study reveals that twenty-one participants identified that their sample texts content a lot of supporting details for the purpose of simplifying the texts for the smooth understanding of their stories by the readers. Similarly, the sample essays demonstrate that most of the supporting details used by the student-writers are through the deductive method of paragraph development. They elaborate their written texts by skillfully attracting focus to the main idea of each of the sentences, for instance, the word '*reasons*' in W1 text is elaborated by the writer to highlight the kinds of reasons that made them to engage themselves in that kind atrocities. Likewise, the word '*evaluate*' used by W2 was further explained in details to refer to test, assignment, class work, or homework. The phrase '*menial jobs*' as used by W6 are explained to give a picture of the type of work are all about. The word '*actions*' in W18 story conveys in details how these groups members carry out their unlawful activities in the school premises. Also, the used of the phrase '*school team*' by W21

refers to volley ball, hand ball, table tennis, and basket ball teams. The word *'improve'* in W30 text is expanded later by providing the basic areas in which the student has improved. With this strategy used by the participants the written stories are more understood as the reader can draw meaning out of what the writer is making effort to communicate.

In the same vein, the responses of both the teachers and the students' coincides with the findings from the students' sample essays that using supporting details such as illustrations, exemplifications, itemizations, and reasons in the course of writing helps the writer in achieving clarity of information to the target audience and it can even motivate the reader to continue reading the text without abandoning it because of lack of clarity and detailing of information to the target reader. The following are responses of the selected students on the use of supporting details as a writing strategy:

Yes sir, I use to gives examples and reasons to support and elaborate my points during writing and it helps me to get big marks... (Nasir-S)

I thing writing without giving enough details will not make the essay good... (Sunday-S)

I use to have good marks, when my story gives good examples to convince my English teacher... (Ali-S)

Similarly, four teachers out of the six teacher-respondents confirmed the opinions of the students on the use of supporting details for clarity of information as a writing strategy. The teachers in their own separates submissions through the in-depth interviews demonstrate how their students used illustrations, itemizations, and exemplifications as a means of providing details about the points that are conveyed

through the written communication as a strategy. Also, the results from the interviews with the teachers coincides with the findings obtained from the student-interviewees with regards to using supporting details in making the content of the written text more interesting to the reader. The responses of the teachers through the interviews show that they gives more marks to their student- writers who construct their essays by using supporting details such as adequate examples, illustrations, itemizations, and reasons in order to make their stories more attractive and meaningful. The following are statements from the interviews with the teacher-interviewees on the use of supporting details for clarity of information to the reader:

I understand that the students who normally get high marks in essay writing are those that justified their points well... (Princess-T)

I give more marks to only students that provide convincing details in their writing... (Chukkol-T)

Yes, I feel happy reading a story written by my student with more detailing information... (Binkola-T)

Certainly, a writer can easily convince his or her reader by only justifying the points with enough evidences that are related to the story... (Chekke-T)

Considering the responses of the teacher-interviewees outlined above, it is evident that the English teachers also concurred with the findings obtained from the samples essays that the use of supporting details during writing is an important strategy that can help in enhancing and providing an elaborates explanations on each of points discussed in the story for the understanding of the reader of the text. Similarly, the teacher-respondents argue through the in-depth interviews as presented above that using supporting details by the student-writers helps them as teachers who are the readers of the written texts in comprehending and making sense out of the writing of the students.

4.1.1.3.3 Using Main Ideas in Constructing Paragraphs

The study reveals that the participants of the writing task present relevant points in constructing relevant paragraphs in their written texts that suggest the writer identity as a writing strategy effectively which helps in achieving coherency in their giving written narration. The texts show how the students communicate essential issues that have direct bearing to the title of the written essay. The writers construct their writing through the use of simple sentence structures in most of the samples essays with the aim of making sure that their readers understood the message of the stories as a strategy of a written communication. Similarly, it indicates that the deductive method of paragraph development was used frequently by the Nigerian secondary school student-writers. The sample excerpts presented below revealed how the participants used this particular strategy by starting with a topic sentence and subsequently followed by supporting points as showed in the following narratives as samples:

First and foremost, as a female student I have a lot of experiences with relation to cooking and other duties in the house... (W1)

I begin my junior secondary school education in our village before moving to the town... (W3)

Assalamu alaikum my beloved brothers and sisters, I want to share with you my experience as a student... (W4)

Finally, with my parents' constant du'a and with the hard work towards my studies... (W4)

One of the wonderful experiences I got during my junior secondary school days is having the opportunity to learn the three major Nigerian languages... (W6)

On the other hand, another interesting experience is on the sporting activities... (W8)

The traditional believe of our people is that female education is not accepted and is not good... (W14)

The activities of cultist during our junior secondary school days scared many of us in the school... (W18)

First and foremost, as new students the principal addressed and advised us on the need to abide by all the school regulation... (W20)

Similarly, I participated in the school competition during my second year... (W21)

First and foremost, the most annoying experience is on how female students are harassed by male students during the school period... (W22)

Thirdly, I have the experience of interacting with people of different faith and tribe... (W24)

I started my junior secondary school education at a public secondary school... (W25)

First and foremost, most of our girls nowadays are confronted with bad experiences in schools across Nigeria... (W26)

The school has provided worship places for the two religions... (W28)

A secondary school student who is just sixteenth years old... (W31)

However, the students that came from the rich family have all the basic things for their studies... (W34)

First and foremost, I have to thank almighty Allah for making it possible for to finish my studies at junior level... (W37)

Moreover, I have come from an ethnic group that looks at western education as a taboo... (W38)

I happened to be one of the hard working students during my junior secondary school days... (W39)

My history and experience will not be complete without narrating my junior secondary school experience... (W40)

Moreover, as a female student it is the first day in my life time that a male contact me in the name of love... (W43)

We Muslims students of Aliyu Mustapha College, Yola have a tradition of organizing special du'a during and after our end of term exams... (W45)

Meanwhile, from the samples excerpts presented above, the participants employed a lot of points in the course of narrating their own story which contributes in understanding the narratives and the identity of the writer by others who might have been mention in the written text. Simple sentence structures tend to be used dominantly by most of the student-writers in the course of constructing their stories. This indicates the exposure of the participants in writing skills as secondary school students who have no adequate experiences in writing compare to student-writers at tertiary levels of education. Similarly, the participants used simple sentences as topic sentences of their respective paragraphs in the samples essays and were used as the first sentences of each of the paragraphs as a deductive method of paragraph development. This means the topic sentences were used to introduce the main idea of each of the paragraphs and later followed by detailing the main idea for the purpose of clarity and understanding of the whole story by the readers. For instance, W1 begins constructing one of her paragraphs in the narrative text by using a topic sentence to introduce the main idea which is *'cooking and other duties in the house'* of that particular paragraph and other subsequent information can only provides detailing about the main idea of that specific paragraph in the sample story. The phrase *'the activities of cultist'* as used as a main idea of a topic sentence of a paragraph written by W18 conveys a summary of the entire idea of that paragraph. Similarly, the words *'abide by all the school regulations'* in W20 text explains more about the available laws of the school which are biding to all students and teachers. Finally, as a result of employing this strategy by the participants during

constructing their written stories helps in enhancing and recording certain degree of coherency in their written essays.

Furthermore, the study responses reveal through the in-depth interviews conducted with teachers and students that the student-writers develop their points in a related and separates paragraphs by using simple sentence structures and most of their submissions indicated that most of the writers find it easy to use deductive method of paragraph development by beginning each of the paragraphs used in an essay with a sentence that convey the entire summary of that particular paragraph and later provides a detail explanations by using appropriate illustrations and justifications for the understanding of the reader. The findings from the interviews supplement the results obtained from the samples essays analyze as the main data of this study. Five interviewees including three students and two teachers give their contributions on the strategy of discussing relevant points through the use of related paragraphs during essay writing. Similarly, the teachers also admit that using this strategy can contribute towards recording certain level of accuracy in the students' writing. The following student-writers explain how the use of this strategy influences in writing their stories:

Sir, to be honest with you I always make sure my points arrange according to how they are related in the story to enable me have more marks from my teacher... (Elisha-S)

Most of the time, I start writing a paragraph by introducing the subject matter before giving its details... (Garba-S)

I use to read my friends essays. But, I enjoy reading those that begins with a summary sentence... (Pious-S)

In essence, the responses outlined above from the three student-respondents highlighted how the students' narratives are constructed with the use of relevant points in the course of essays through the use of related paragraphs. Similarly, the submissions of the students through the in-depth interviews confirmed the findings obtained from the sample essays collected from the writing task administered to the students from the three selected public schools.

Meanwhile, interviews also were conducted with the selected English teachers on how their students make use of relevant points during constructing related paragraphs as a writing strategy in order to enhance their written communications. The following are statements drawn from the interviews:

I can say that the students' way of constructing related ideas in a paragraph is good considering their level of education (laughed)... (Priest-T)

Yes, no doubt I prefer reading stories that its points are well arrange and discuss than the other ones (laughed)... (Princess-T)

Certainly, you cannot compare stories that its ideas are chronologically written with the other ones that its points are not sequentially presented because the reader can end up not reading the text or understand the message (laughed)... (Binkola-T)

To sum it up, the responses of the teachers and students reveals how using relevant points helps as a strategy of writing in building related paragraphs in an essay by the student-writers. The in-depth interviews findings concur with that of the samples essays which demonstrates the usefulness of using relevant ideas in the course of constructing related paragraphs that consist of well written story.

4.1.2 Classroom Observation

As I have rightly mentioned in the previous chapter that the researcher can be engaged in observing the whole data collection exercise which can help him during analysis and it can assist him to use the outcome of his observation in order to justify what was found from the in-depth interviews and the samples of the students' essays. The observation exercise was conducted simultaneously with the interviews and the writing task of the students'. This means the researcher engaged himself in observing the participants, environment and the way and manner the students interact with school friends and the teachers. However, the researcher takes into account how the participants' construct their identity, relates with students and teachers (others), and the writing strategy used in constructing their writing in an academic environment. Similarly, in all the three selected schools the researcher observed the participants during the in-depth interviews and writing task sessions.

First and foremost, I observed that in all the three schools used in conducting the writing task exercise among the form five students the number of boys are more than the number of girls because of the culture and tradition of the people of the study area which does not encourage female education at all according to them females are suppose to be married and take care of the children. This forms the reasons why the population of the boys supersedes that of the girls in all the three schools particularly in form five classes.

During the students' writing, I understand that some of them are fast writers and others are slow writers. I observed that most of them submitted within a given time

of forty-five minutes. But, a number of the students submit late and even required for additional time to enable them finish up their writing.

Similarly, I observed the sitting arrangement of the students in the class has nothing to do with gender, religion, and tribe of the students. They interact and seat together freely as class mates. Also, the conduct of the students during the writing is commendable because each of them concentrates on his or her work without sharing information about the writing task and most of the participants adhered to the instructions with regards to the time and length of the written test exercise.

4.2 Summary

The segment of this chapter presents the summary of the findings of this research on how Nigerian secondary school students' identity reflects in the students' writing precisely narrative essay. The results were obtained from the selected English teachers' and form five secondary school students through the use of samples of students' written texts, in-depth interviews and classroom observation. The study used hand analysis (manually) in analyzing the data collected from the participants' through the means of samples of students' written essays, in-depth interviews and classroom observation. Similarly, the study found that most of the participants used words in their sample texts ranges from one hundred and fifty to two hundred and fifty words. In answering the research question one five themes emerged as a result of analyzing the data. The themes are: relaying information about identity through the use of foreign words, communicating about own social world view using nouns,

constructing opinion which reflect writer identity through pronouns, constructing identity in opening and topic sentence, and style of concluding narratives.

In the same vein, the study demonstrates how the participants' employed the use of language to demonstrate how self and other relations were communicated in writing. Here, three themes were identified as appreciation as an indicator of relating self to the other, salutation as an initiator to relate to the other, and caring as a way of appreciating the other. Similarly, the research question three reveals three themes in the course of the analysis. The themes are: using cohesive elements in connecting ideas, using supporting details for clarity of information, and using relevant points in constructing related paragraphs all were used as writing strategies in an academic environment by secondary school students. Finally, all these findings were obtained through the process of analyzing the data collected by the means of the students' samples essays, in-depth interviews and observations from the three selected schools in Adamawa state, Nigeria. Chapter five presents discussion of the results as obtained from the analysis.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

This chapter discusses the research findings by reflecting on the three research questions of the study as it helps in exploring how identity, self-other relations and strategies used were reflected in the students' writing at secondary school level of education in Nigeria.

5.1.1 How Identities are Reveal in the Written Narratives

5.1.1.1 Students' Narrative Writing

This section of the thesis discusses how identities are displayed in the written narratives by non-native student-writers at senior secondary school level of education in Nigeria. The samples narratives reveal the variety of ways used by the participants' in displaying their identities. The data direct our attention to the use of the units of language such as borrowed words, parts of speech, and styles of writing in constructing the writers' experiences. Such language use also reflects the faiths, home and family communication, as well as the social circle of the students. The participants used borrowed words in particular Arabic words in constructing their written stories which helps in communicating their identity in reference to religion precisely Islam as a result that people have the believed that Arabic language is a language of Islamic religion and the holy Quran. Similarly previous studies demonstrates how socialization with people from different background such as family, friends, the elders in the community, and teachers' involving one in

participating as a member of a specific speaking community or imbibing certain cultures and values of that particular group (Martin & Nakayama, 2013; McCarthy, 2001; McDonald & Leary, 2012). In line with the research aim, the study reveals that the student-writers display their identity in written discourse in the classroom environment. In this regard, the results of this research coincide with the opinions of several scholars on how identity is displayed by students in the school or campus environment (Dalib, Harun, & Yusof, 2017; Elyas, 2014; Flowerdew & Wang, 2015; Muhammad, Nair & Sarjit Singh, 2016).

Meanwhile, the study reveals that aspects connected to identity gives important contributions towards the enhancement of writing through the medium of English as a second language among Nigerian students because they are part and parcel of academic discourse community. Certainly, this claim shares the opinion of Flowerdew and Wang (2015) that student-writers demonstrates their expertise in constructing identity in their writing for the sake of examination in order to enable them to move to another level of their educational pursue. Also, the study showed how an act of borrowing from other world languages could be used by the participants as a linguistics mechanism in constructing their identity in writing that determines their religious faiths (Amaka, 2012; Chamo, 2012; Gorenak & Topler, 2016; Lee, 2017; Muhammad, Nair, & Sarjit Sign, 2016; Seban & Tavsanli, 2015). Most of the foreign words used by the student-writers during writing are originated from Arabic language because the authors are mostly Muslim. In the same vein the borrowed words help the students in communicating their experiences through the medium of writing by easily displaying their identity to the reader. The samples

essays showed how the use of nouns precisely common nouns were used to reflect identity by the participants in written communication.

More specifically, the stories written by student-participants demonstrate how they used nouns in constructing their identity through the means of writing such nouns which communicates the writers' identity. This result coincide with (Cameron, & Panovic, 2014; Muhammad, & associates, 2016; Seban & Tavsanlı, 2015) views. The students make use of personal and possessive pronouns frequently in their writing which communicates an understanding about personal identity of the writers from the samples narratives. The research indicated that the essence of using pronouns by the student-writers is to refer back to the author of the text in conveying their identity in a written communication precisely in a classroom context. This means the result is in conformity with (Andreouli, 2010; Hylland, 2002b; Morris, 2002; Smith, 2008) positions on the use of pronouns in displaying identity in the written story. Another significant result from the main data revealed how the writers constructs identity in writing precisely written narratives using opening sentences to convey their profiles such as age, religion, tribe, gender, and origin which communicates their identity to the reader. Similarly, the study explores from the main data how other participants were able to used style of concluding narratives as a way of communicating their identity in a written communication by reiterating their profiles in a paragraph statement. However, the similar findings obtained from almost all the forty-five samples essays for this study explores that the students used borrowed words and parts of speech as a strategy of displaying their identities in writing particularly in narrative essay.

Moreover, the study shows how the findings shared from the in-depth interviews were used as complements data to the sample of students' essays and coincide with each other specifically on question one of this research. The in-depth interviews was also conducted with two sets of participants' with the sole aim of understanding how identity and self-other factors were reflected in the students writing. First and foremost, the study explores how identity was displayed in the students' essays according to the views of each of the six students' participants'. The interviews reveal how Garba (S), a Hausa student by tribe claimed that most of the students' writing displays their identities by using foreign words. He added that communicating identity in writing is easier by using borrowed language in order to convey his faith to the reader because of his home training. According to him the influence of Arabic language in his English writing is because of how he was trained by his parents with regards to fair of God and practicing the religion. He admitted that the financial background of his family also featured as one of the dominant identity in his writing because it affects his academic performance in school by sometimes absenting in the class activities to go and engage in some small scale jobs to enable him maintained himself in school. Also, Nasir's (S), a Fulani native speaker response maintained that mostly writers' identities are display during their own writing. His submission revealed that identity was displayed in his writing by demonstrating his patriotism to his father land. According to him this can be achieve through the use of words such as proper nouns within the text that can suggest some basic characteristics of his country.

Similarly, another finding was obtained from an in-depth interviews conducted with Pious who is an Igbo native speaker revealed his own perspective on the issues that suggest his gender and ethnic group to his reader always appeared within his written text. He gave his reason that as an African one must be proud to be identified with his ethnic group and the gender he belongs among other human beings and it can be communicated effectively by the use of pronouns that suggest the writer's gender. From the interviews administered with Ali the findings explore how identity was displayed by him in writing. In his response, he claimed that language was used by him in an effort of displaying his identity and mostly the dominant identity was on the issues related to ones religion based on the reason that he came from a family of a re-known Islamic scholar which influence his entire life. Sunday's (S) submission coincides with some of the previous responses with regards to how identity was displayed in the students' writing. He stressed that the dominant issues of identity that frequently appeared throughout his essays were religion and ethnicity because according to him these two issues are always considered important by human beings and the ideology was transferred from one generation to another. On the other hand, the interviews conducted with Elisha revealed how identity was also displayed in the students' written texts by the use of language strategy to present the writer's identity which were centered on the writer's faith, ethnic group and financial status which in one way or the other plays a significant role in the students' academic experience and it can appeared in their writing.

Furthermore, another session of interview was conducted with the selected teachers' of English from the three schools. Almost all the findings obtained from the teachers'

through in-depth interviews were the same in terms of how identity was displayed by their students' in a written text. The findings from the interviews administered with Priest (T) on how students' displayed their identities in writing revealed that the students' identity was mainly on their religion and ethnic group because according to him the students relates their writing with their religion and ethnic affiliation which has to do with words that suggest the students' faith and ethnic group. Another finding was derived from the interviews conducted with Princess who revealed that the dominant identity in students writing were issues related to their religion and financial status which influence the content of their writing in school. Similarly, Mayo's submission explored that the elements of students' identity in writing focused on the aspects of language that suggest their gender, ethnic group and religion which were all embedded within an African as his or her main identity. The response of Chukkol (T) also coincide with the other previous participants' views on how identity was displayed in students' writing by the use of some basic characteristics of the students' religion, gender and ethnic affiliation. But, he added that the students' identity was also demonstrated through the means of borrowed words from other sister languages such as Arabic language. Also, the finding from the interviews conducted with Chekke (T) explored that the students' identities were displayed by the use of nouns that referred to the names of the worship places and religious books which communicates the writer's religious identity to the reader. Similarly, Binkola' (T) response indicates how the writing of his students communicates their identity with the use of Arabic words, phrases, and statements to him as reader (teacher). To sum it up, the main findings from the interviews conducted with these two sets of participants' explored how the students' used

Arabic words, nouns, pronouns, opening statements, and closing statements in order to displayed their identities that suggest their religious affiliations ethnic origin, and gender in the context of writing.

5.1.1.2 Classroom Observation

As part of the research, I observed the students and the teachers of the three schools during the in-depth interviews sessions and also during the time of the writing task in order to explore how identity is displayed by the students specifically in their writing texts. The researcher observed that the participants in terms of their identities consist of gender, religion, ethnic diversity, and family related issues. This means that the researcher understand from the findings of the observation that the schools have both males and females as students and teachers each individual is identify with his gender affiliation without molestation and harassment. From the observation during the writing test in all the three schools, it has reveals that the students and the teachers can be identified easily based on their religious faiths and alignment. The researcher noticed that the students were divided according to the two major religions in Nigeria that is Islam and Christianity. However, majority of the students are Muslims faithful because the study area is predominantly occupied by Muslims people.

For instance, in Aliyu Mustapha College Yola most of the students are Muslims because the school is situated in a predominantly Muslims occupied town. But, the other two schools have almost equal number of Muslims and Christians students with this religious diversity it has not affects the students in terms of their academic

pursue. Also, the researcher noticed that at government secondary school Mubi there are some few foreign students from Cameroun republic because of proximity of the area with Cameroun. Similarly, the students' tribes cut across the minority and the majority ethnic groups of Nigeria. Also, I observed that the students came from different family background which shows a social barrier between the students. In this regard, even with these barriers in identity within the teachers and the students it has not affected the existing cordial relationship between them in the course of teaching and learning in the classroom situation.

5.1.2 How the Student-Writers Associate with the Other in Writing

5.1.2.1 Students' Narrative Writing

This segment of the thesis discusses how language is used in displaying the relations between self and other in almost all the written texts constructed by the student-writers participants. The study reveals that most of the students' essays collected shows how the relations between self and other were portrayed within the students' essays by the participants'. The dominant language patterns used by the students' in almost all the essays was the use of words, phrases, clauses, and sentence structures that portrayed how the student-writers (selves) communicates to the others (teachers) in a school environment. First and foremost, the study reveals how appreciation is use as an indicator of conveying self and other relation in writing in particular students' narratives. This is demonstrated by the used of English words and phrases in the context of written communication to express their appreciation to the other (reader). The words and phrases used by the writers (selves) during the act of writing

to acknowledge appreciation of the other found in the samples narratives include: grateful, support, for being with me, concern of my fellow friends, and happy.

Similarly, this finding aligns with others researches which highlight the use of words to communicate the relations of self and other in a written communication (Andreouli, 2010; Hylland, 2002b; Morrish, 2002, Seban & Tavsanli, 2015; Muhammad, Nair, & Sarjit, 2016). Secondly, the participants found to be using salutation as an initiative to relate to the other in writing by the effective use of nouns, adjectival and verbal phrases which helps to reflects self and other relations in their written texts. The study reinforces that the participants used these English phrases such as: my greetings, *Assalamu alaikum*, *we welcome him*, which implied that the participant (self) is communicating salutation to the others (readers). In the same vein, this finding coincides with the results of the other researches that examined written texts and found how the use of words and phrases helps in expressing salutation by the writers (selves) and to the others (Adou, 2016; Bello & Harun, 2018, Elyas, 2014; Lee, 2017; Muhammad, Nair, & Sarjit, 2016; Smith, 2008).

Meanwhile, the study found that caring as a way of showing concern to the other was used by the writers (selves) through their samples narratives in order to show caring behavior as an existing relation between the participants and the others (readers). The study understands that verbs were used frequently by the writers to convey this intention. The verbs used in most of the samples narratives include: loves, like, treats as evident in the written essays. With regards to the aim of this study, the result

indicates that the students' demonstrates caring as a form of endearment towards the other as showed in the essays written in the academic environment (Martin & Nakayama, 2013; Smith, 2008). The finding of this study seems to cohere with the views of several scholars on self and other relations in the writing within the classroom context which consist relations such as appreciations, salutation, and caring (Adou, 2016; Alpaslan, 2016; Andreouli, 2010; Simacheva et al, 2017; Warker, 2009; Wong, 2008; Smith, 2008). Similarly, any aspects connected to self and other relations can definitely help to promotes ones writing given that the task is always intended for specific target audiences. The interpersonal relations could tend to mould the writers text and mind which directs him or her to construct a written story within the expectations of the reader (other), as is the case of the Nigerian secondary school respondents. They know who their immediate reader is in the academic domain and those that they assume might also read their pieces of writing in future. In a nutshell, the study explored that the findings obtained from the in-depth interviews, observations and the samples of the students essays coincide with one another particularly on question two.

In addition, the interviews were conducted with two set of participants' that include the selected English teachers and some form five students. First and foremost, the study begins with the students for the in-depth interviews and it is one on one interview with the students' participants. The researcher found that most of the student's responses from the interviews reveal how language patterns were revealed in the students' writing in relation to self and other. Garba's (S) response through the in-depth interviews reveals that the kind of language patterns used by him in

relation to self and other were in an attempt of greeting or conveying salutation to his teachers who are his others in the school environment. Also, the findings from the interviews conducted with Nasir (S) explores how language patterns were used in relation to self and other in his writing precisely narrative essay. He gives illustrations as: *thank you sir* that according to him helps to reveal the relation of communicating appreciation to the other (teacher) and it can make the other to understand his feelings and satisfaction on the way the other granted his request. Another similar finding was also obtained from the interviews conducted with Pious on how the relation between self (writer) and other (reader) were revealed in his written essay. He maintained that the used of statements were used by him towards revealing the relation of salutation or greeting our other (teachers) such as *good morning sir/madam* specifically at any time the teacher came in to the class which shows or relates respect through salutation. He added that the other (reader) during his writing task mostly were teachers.

Similarly, also Sunday's (S) response confirmed the submission obtained from Pious that students are required to greets their teachers which will show that they have good moral training and he added that not only to teachers also to non-teaching staff as *good afternoon/morning*. Also, the findings from the interviews with Ali reveals that in his writing the 'self' is always referring to himself as a writer and teachers (others) that through the use of language that suggest showing love and care to either the self or the other. Ali gives illustrations through a statement that demonstrates how the teachers' shows loves and affection to their students as they always advice us on our studies. He added that the 'other' in his writing is always referring to his

teachers. Another finding was also obtained from the interview administered with Elisha who is also a student participant that the relation between self and other is always reveals through the show of loyalty by the students to the teachers which as a researcher I assumed that is part of the students culture and tradition of being obedient and loyal to whoever is above you on the basis of age or educational qualifications.

Consequently, six teachers were also used as participants in the in-depth interviews session particularly on how language patterns were used in revealing the relation between self and other in the students' writing. The researcher conducted in-depth interviews with Priest (T) who is a teacher in one of the selected schools and it reveals that the dominant language patterns that were always used frequently in displaying the relation between self and other in writing by the students are language that suggests expressing appreciation which their students often used to their teachers. He added that some few lexical words were also used by the writers in an effort of revealing the relation between self and other in their writing. Also an in-depth interview was administered to Princess (T) and the study demonstrates that the students used both lexical words that convey greetings or salutations in their written texts in order to impress their teachers through the written texts. The study also found from the interview conducted with Mayo (T) who is also a secondary school teacher in one of the selected schools that most of the language pattern his students employed in showing the relation between self and other was centered on the use of statements that suggest politeness and salutations which helps the students to demonstrates the existing relations between self and other easily within their writing.

The study obtained from the interview with Chukkol (T) that his students found it very easy to reveal the relation between self and other in writing by the use of language that convey the love and affection the student has on the teacher in terms of his teaching strategies. He added that this cannot be unconnected with the knowledge of appropriate words and language competency of students from their primary school level of education. Also the use of language pattern was found from an in-depth interview conducted with Chekke (T) that the students used appropriate dictions as a language pattern frequently in an effort of revealing the relation between self and other in writing than the other kinds of language patterns. Here, this finding coincide with Chukkol's (T) submission that the used of appropriate dictions by the students cannot be unconnected with their knowledge of vocabulary precisely words that convey aspects of greetings and seeking for permission from their primary school level of education. The research obtained from an in-depth interview administered with Binkola (T) that because of the students poor knowledge of writing background limited them from using other language patterns apart from repeating the same words that suggest politeness, salutation and love in revealing the relation between self and other in their essay writing. Generally, the study explores from the submission of almost all the participants during the in-depth interviews that the students used language that only suggests relations of self and other in their writing that demonstrates an act of appreciations, attitude of caring, and salutation.

5.1.2.2 Classroom Observation

The study observed a lot of things during the interactions with the participants while writing the written test in the class that suggest the self-relations. One of the most

important thing, Similarly, I observed from the students and teachers relations during the interviews and the writing task is how the students are considering their teachers as their parents by demonstrating their appreciations to the teachers in respect giving them the sound knowledge and the needed training through the means of academic and non-academic activities. Secondly, I observed that the teachers are feeling free to interact and share ideas with their students during and after the class activities which helps in motivating the students towards concentrating in their studies and also to asked questions where they needs clarifications on the subject matter which shows an attitude of caring and concern by the teachers (others) to the students (selves).

Similarly, the study observed that there is a demonstration of shown of love and affection by the teachers to the students throughout the school activities which help in the motivation of the students towards learning. Also, I understand that there is an exchange of salutation and greetings between the students and the teachers. The salutations and the greetings mostly were initiated by the students themselves to the teachers' weather in the class or within the school premises. Similarly, the researchers realized from the observation that the students are using polite language during conversation with their teachers which I noticed that is part of the culture and tradition of Nigerians precisely northern Nigerians. The researcher observed also from the students that they used to show the act of appreciation to the teachers and to their school mates by way of reciprocating the opportunity enjoy from others in course of teaching and learning situation which promotes orderliness and control in the class by giving the teacher the authority over the students in and around the

school premises. From the little interaction with the students during the writing test exercise and interviews sessions, The study noticed that the students do acknowledged the efforts and concern of both their parents and the teachers towards enhancing and promoting the teaching and learning of English language which is a second language to Nigerian students in particular the writing skills. In a nutshell, the researcher generally observed that most of the participants in the interviews and the writing test referred to themselves as authors (selves) and their teachers as others (readers).

5.1.3 Strategies Used in Narrating Personal Experience in the Writing

5.1.3.1 Students' Narrative Writing

This section of the thesis discusses how student-writers used three prominent strategies in constructing the narratives that relate their experiences as junior secondary school students. The participants used cohesive elements as one of the prominent strategies in linking the useful ideas that has direct bearing to the subject of their written stories. Similarly, the study understand how the use of cohesive ties by the writers as a strategy contributes in making their stories more interesting that is free from unnecessary repetition of words, phrases, clauses, and sentence structures by the writers during their writing. Meanwhile, it also helps in achieving condensation of information by not reiterating similar grammatical structures during writing their stories. The writers make use of reference cohesion, nominal substitution, and lexical substitution frequently in the content of their essays as a strategy which that helps in enhancing the understanding of their written narratives

and display the authors' identity. These elements share the results of several studies on how cohesion elements are used in constructing written stories in an academic discourse (Al-shekaili, 2011; Bello & Harun, 2018; Malah, 2015; Ulyah, 2017). Secondly, the participants construct their written texts with the use of appropriate supporting details for the purpose of clarity of the content of their stories as a useful strategy.

Similarly, the varieties of supporting details found in most of the samples narratives include exemplification, illustrations, itemizations, and reasons in making the written story more readable, understandable, reflects the writers identity, and interesting to follow. In fact, this is an effort to convince and motivate the target reader to generate more interest on the written discourse. Also, the samples texts demonstrated that the participants make use of supporting details in the course of their writing as a strategy of communicating the experience shared in-line with the given topic and with the intention of clarity of information to the target reader. Given that the writing task is a class test, more efforts are displayed to convince the reader, who in this case, is the researcher that can make reference to their samples essays in order to draw conclusion. The findings coincide with the views of several researchers on how supporting details as a writing strategy enhance and promotes the clarity of information through the medium of written communication in particular in an academic discourse (Abas & Abdaziz, 2016; Abdelhamid, 2011; Ezeokoli & Patience, 2016; Nwogu, 2006; Nyangau, 2017; Soltanic & Kheirzadeh, 2017).

Finally, another dominant strategy used by the participants in their efforts of writing stories that relates their experience was how they discussed relevant points through the use of related paragraphs. The student-writers used more simple sentence structures than the other grammatical structures in the process of presenting important points connected to the subject of the essay in order to ensure that the information of their written story is conveyed to the reader. The method of paragraph development used by most of the student-writers is deductive method of paragraph development which shows how the student-participants construct their written narratives in a unique style from the introduction to the concluding paragraph that indicates the way each paragraph starts with a topic sentence and followed subsequently with the supporting sentences that provides more information on the topic sentence for the understanding of the reader. It also helps the writer to writes in accordance with coherency in a written text. This reveals that providing relevant points through the use of related paragraphs can helps writers in English language as a second language to communicate effectively to their reader through written texts. In this regard, this finding shared with the opinions of several scholars on the use of deductive method of paragraph development and simple sentence structures as a strategy that is more useful to the second language learners at secondary school level of education (Fakuade, 2007; Nwogu, 2006; Umunnakwe, 2017).

The in-depth interviews responses complement the results obtained from the samples essays as the main data of this study. The responses of the students and teachers respondents show that writing strategies plays an important role in the construction of a written communication by the secondary school students who are second

language learners of English in line with how identity and self-other factors are embedded. Similarly, from the in-depth interviews conducted with the selected students on the kind of writing strategies they used normally in their writing and how effective are the strategies towards the construction of their written communication. First and foremost, Garba (S) claimed that writing an essay without using appropriate cohesive elements in linking ideas together can make the story full of unnecessary repetitions of words or phrases which can make the reader (teacher) to be discourage from reading the text and at the end the student cannot be given the required marks. Nasir (S) maintained knowledge of cohesive elements and to use them as a writing strategy is useful to the writers in order to draw the attention of the reader (teacher) in an academic environment. Pious suggested that as a writer one needs the skills of using supporting details to enable him or her to justify the argument in the course of writing by providing appropriate examples, illustrations, and itemizations as a writing strategy that can help the writer to convince the reader easily. Sunday's response on this phenomenon collaborated with the views of Pious (S) that according to him writing without making sure that one's ideas are not elaborated adequately by using supporting details cannot enrich the written story and convince the attention of the expected reader (teacher).

Consequently, Ali (S) claimed that using related paragraph to discuss relevant points in essay writing is paramount because it helps the writer to construct the written text in accordance with the principles of coherence. He added that the type of sentence structure and the method of paragraph development use contribute also in communicating one's experiences through the medium of writing by the writer. In

the same vein, Elisha (S) submission reveals how cohesive elements is considered by him during writing which according to him attracted him more marks from the reader (teacher) because according to his views using cohesive element as a strategy in writing is necessary in order to produce a text that is free from ambiguity.

Therefore, the teachers' responses from the in-depth interviews indicates that constructing a written communication required the writer to employ the use of some strategy in order to achieve the target objective of conveying information to the reader. Priest claimed that the student who use more of cohesive elements during writing an essay can be able to attract him (teacher) easily and even getting more marks than those that have not use the strategy. Princess (T) maintained that she has more interest in reading texts written by her students that uses cohesive elements in the course of their writing which helps in not repeating the use of the same words or phrases in presenting information through the written text. Mayo emphasizes that teachers need to teach their students cohesive elements and how to use them in constructing written texts with this the students essays can be richer and understood by the reader (teacher).

Similarly, Chukkol (T) maintained that the students use supporting details in their effort to provide adequate information to their readers during writing which helps the reader to understand the content of the text. Chekke's (T) submission reveals that most of the students in the course of their writing are found committing one error or other within the paragraphs that constitutes the written essay. He added that most of the errors committed by the student-writers include: choice of words, spellings,

appropriate use of tenses, and concord agreement. Finally, Binkola (T) claimed that the teachers need to do more in teaching the students on how to presents relevant points through the use of related paragraphs which according him can help the students to improve in writing an essay that is coherent and the reader can be motivated in reading the text.

5.1.3.2 Classroom Observation

The thesis understands how the participants comply with the instructions given by the teacher in respect of the writing test exercise. First and foremost, the researcher observed that the participants conclude and submit their scripts to their teacher who helps the researcher in conducting the written test. Also, most of the samples essays adhered with the length of the number of words required to be use in constructing their writing. Similarly, the researcher observed how the participants show interest to be part and parcel of the written test exercise because they were asked to write on their experiences. The researcher noticed that boys write better than the girls from the samples essays because of the cultural and religious believes on the girl-child education in the study area.

In addition, the researcher understands from the samples texts how their English language background influences their skills of writing in an academic environment. Also, my observation reveals to me that the participants commit errors in the course of their writing in particular in areas of words choice, spellings, uses of appropriate tenses, and concord agreement. Finally, the findings from the observations conducted in the three schools revealed how the use of cohesive elements, supporting details,

and presentation of ideas in related paragraphs are used by the participants as strategies of conveying information through the medium of their written communication.

5.2 Summary

This segment presents the summary of this chapter on the findings obtained from the data collected and analyzes through the use of samples of the students essays and supported with the responses from the in-depth interviews and observations. The summary was based on the results obtained from each of the three guiding research questions. The findings from research question one revealed how identity the identities of the student-writers were reflected in their writing, in-depth interviews responses and classroom observations. In the same vein, five themes emerged from the data in an efforts of answering research question one. In fact, these themes help in displaying the students' identities that reflects their social background. Research question two discussed three themes in the course of analyzing the data with regards to how language patterns were used in demonstrating the relation between self and other in the students' writing. The most dominant language patterns found in the samples essays used by the participants' in illustrating these relations comprises the use of words, phrases, and sentence structures.

Meanwhile, research question three identified three emergent themes that provide answers on the type of writing strategies used by the participants in constructing their written stories in line with the topic of the written test exercise. The writers used simple sentence structures and deductive method of paragraph development in

conveying their experiences through the medium of writing as expected by the reader (researcher). The sample texts show that the participants' commits errors during their writing and the researcher decides to allow the errors to remain as they are in order to maintain the originality of the samples texts. Finally, from the writing of the students it is evident that they acquired some certain skills in English language writing as a second language in Nigeria. Chapter six is the next chapter that presents aspects such as conclusion, implications, limitations, and recommendations for future studies.



CHAPTER SIX

CONCLUSION

6.1 Introduction

The study has shared some insights into the varied ways of writing narratives from the perspectives of the writer identity, self-other relations and writing strategies by the writer. This chapter thus presents implications and recommendations for future study.

6.2 Reflecting on Writer Identity

It is worth reflecting on and taking stock of what this thesis has covered so far about the phenomenon of how writer identities, self-other relations, and writing strategies are used by the non-native student-writers at secondary school level in Nigeria. The preceding chapters show how the writers' displayed their own identities through the medium of writing and relates to others precisely their teachers, parents, friends, and school mates by deploying different writing strategies in order to make sense with their others. Even though there are a number of studies on writer identity, and self-other relations are embedded in writing. However, this thesis takes a step forward to explore how secondary school student-writers construct identity and relates to others as English second language learners in Nigeria. This study can add to the existing body of knowledge mainly on identity and self-other relations in L2 writing. To be more precise, the study can also help the secondary school English language teachers and English syllabus designers during designing and reviewing the English language subject curriculum and the teaching strategies incorporate the identity of their

learner. Also, a very limited number of studies on how identity and self-other relations are constructed by the second English learners at secondary school level of education has been done. It is believed that this research can provide more light on how identity and self-other relations are constructed by student-writers through the medium of written communication.

Moreover, this present study used qualitative approach. Purposive sampling technique was also used which enable the researcher to identify the actual participants who knows the phenomenon. The participants were form five secondary school students and some selected English language teachers who showed interest to participate in the study. Data were collected through the means of triangulation strategy.

Several themes were also discussed based on the findings. Research question one highlights how identity is displayed in the students writing. Five themes emerged from this study: relaying information about identity through the use of foreign words, communicating about own social world view using nouns, displaying identity through pronouns, constructing identity in opening and topic sentence, and style of concluding narratives. Firstly, relaying information about identity through the use of foreign words was demonstrated in most of the written essays constructed by the Muslims participants because of their parental and social background. Secondly, the theme on communicating about own social world view using nouns indicates how the participants used personal and common nouns in an efforts of communicating their experiences as it reflects their own identity in writing. Thirdly, the theme on

how the student-writers display identity through pronouns is highlighted in the written essays to enable the writers to portray their gender identity in writing and the most frequent use of the type of pronouns are personal and possessive pronouns. The fourth theme is on how identity is display using opening and topic sentence in the students' writing. This particular theme emerged as a result of the student-writer construct their first paragraphs in particular first sentences by displaying their profiles to their target readers which entails more about their own identity. The fifth theme on how the participants used style of concluding narratives to construct their own identity in writing. This specific theme helps the writers to construct their identity by reiterating the writer's profile and representing the main points discussed in the previous paragraphs for the benefit of the reader.

Similarly, research question two highlights self and other relations in the English language writing. Here, three different themes emerged in connection to self and other relations in the students' writing. These are the themes: appreciating as an indicator of relating self to the other, salutation as an initiator to relate to the other, and caring as a way of appreciating the other. In this regard, this study found that the student-writers used words, phrases, or sentence structures which suggest one's religion or cultural background as a unit style of presenting selves and it helps in recognizing and relating to others in their written communication.

Research question three shared writing strategies in English language writing by Nigerian secondary school students. Also, three themes emerged in relation to students' writing strategies. The following are the themes: using cohesive elements

in connecting ideas, using supporting details for clarity of information, and discussing relevant points through the use of related paragraphs as strategies of writing. The first theme reveals how the student-writers used cohesive ties in particular grammatical cohesion types as one of strategies identified in the student sample essays which helps the writers to achieve the richness of information in their written texts. Secondly, theme two on how the participants used supporting details in the course of writing for the purpose of clarity of information. Here, the study found that the students make use of related illustrations, examples, and reasons as a strategy in writing to provide adequate and sufficient information to the target reader. The third theme is on how relevant points were discussed in related paragraphs. In this regard, the theme demonstrates how most of the participants adopt deductive method of paragraph development in discussing all the outlined relevant points in related paragraphs for the purpose of coherency and understanding of the written texts by the target reader.

The samples essays written by ESL students show that they have the skills and competency in using English language to construct identity within the scope of academic discourse. Similarly, the finding of this study demonstrates the kind of discursive techniques were emerged as themes from the data. The themes are: use of foreign words, use of nouns, and use of pronouns, opening statement, and closing statement. Meanwhile, the used of Arabic by most of the participants as an act of borrowing helps in conveying the writers religious background as a form of identity in writing. The study contributes in examining some of the second language learners'

writing. More specifically, the students' cultures, values, and tradition as reflected in their written texts reveal their personal identities.

In the same vein, the study examined how second language learners in Nigeria in particular secondary school students communicates self and other relations using English language writing. In fact, the participants demonstrates the skills of using English as a second language in presenting self and other interpersonal relations in an academic writing. The participants' knowledge of choosing appropriate words and sentence structure in the course of constructing their written essays helps them in projecting their ideas of relating to the other in the medium of writing. Three main themes emerged in respect of how the students-writers construct self and relation through the medium of written communication. The themes are: appreciating as an indicator of relating self to the other, salutation as an initiator to relate to other, and caring as a way of appreciating the other. The excerpts used in the study also found the errors committed by the student-writers in relation to grammar, spelling, word choice, use of tenses, and sentence structure. However, the identified committed errors were not edited because the study intends to maintain originality of the data.

Also, the participants used several writing strategies in narrating their junior secondary school experiences. The identified strategies include: employing cohesive elements in linking ideas, using supporting details for clarity of information, and discussing relevant points through the use of important and well-linked paragraphs. Similarly, the study found that the most dominant cohesive elements used by the participants in writing are reference cohesion, nominal substitution, and lexical

substitution. Also, the kind of paragraph development adopted by most of the students is the deductive method of paragraph development. To sum it up, the study understand that simple sentence structure is also used frequently by most of the student-writers in the samples narratives due to their educational exposure and experience in English language writing as a second language to Nigerian students. However, the students have possessed certain degree of mastery in English language writing because they are taught in the language as a medium of instruction in Nigerian schools.

6.3 Implications of the Study

This present study gives the researcher a good understanding of how identity, self-other relations and writing strategies are reflected in the students' writing at secondary school level of education in Nigeria. However, this study was conducted in Nigeria, the answers of the research questions can also help in exploring identity in a written text in other context of the world. The results of this research have several implications. It provides a specific contribution into the realm of students writing by understanding how self function as author in writing and also how the writer refers to audience (other) in writing their stories. Also, the act of writing can be confessional in a way that the writers reveal themselves through the language use. The knowledge of writing helps the writers to be more aware of the other(s); in terms of their presence, importance, and positions. The skills of writing is influenced by ethnic background, self-reflection, schema (mental knowledge). Here, the teachers often fail to realize this aspect that reflects the role of the person. The study contributes in promoting the skills of writing in L2 to be more student-centered.

Similarly, literature requested for more understanding of how non-native students at secondary school level display their identity and self-other relations in writing. This study is one of the on-going efforts to explore how non-native students of English language reflect their identity through the act of writing. The study contributes to the body of knowledge on identity and self-other by exploring the language use by the student-writers in displaying their identity and self-other in writing domain. Moreover, it responds to some of the recommendations made by researchers to re-think how non-native students reflect their identity in writing. In the same vein, the results could help to enrich the understanding of identity and self-other relations which can be use locally and globally. Finally, it also gives the significance of language in displaying identity and self-other relations in written texts.

Similarly, the study provides a few contributions particularly towards organizing writing workshops and capacity building training for language teachers and students to make them aware the kind of role they play in impacting the skills of writing by enhancing the students' knowledge of their linguistics competence in terms of the use of English vocabulary through the medium of writing bearing in mind that the skill is a challenging task particularly to non-native English learners. It also provides a reference document for educational institutions specifically secondary schools in reviewing their curriculum and syllabus to accommodate how students reflects their identity and relates to their others in writing in order to enhance their linguistics competence. In this regard, the schools and the teachers must play a role in preparing the students on writing in second language with the sole aim of knowing how to relate to others in writing as a way of enhancing and promoting the student-writers

uses of their linguistic elements specifically in a written discourse for the understanding of the target readers. Similarly, the study gives specific steps that English teachers, educational administrators, and syllabus designers' in-depth information on how to improve and enhance the students writing skills bearing in mind how to reflect their identity and relates to others (audience) through writing as a means of achieving linguistics competence by the student-writers. For instance, this study has an important implication for course developers especially for secondary school English teachers pertaining how students construct their written texts by identifying different categories of activities to be given to the students in the classroom situation in order to improve their writing in relation to the way they display their own identity and self-other relation. The student-writers are expected to be provided with adequate training on writing in second language particularly narrative essays based on its importance and role in enhancing English language writing in reflecting the authors' identity and how the audience (other) is referred through the means of writing.

This study contributes in using in-depth interviews, and classroom observation with the aim of supplementing the sample of students essay as a main data which help in providing an effective approach for gathering in-depth information about how students reflect their identity in writing. Also, the study demonstrates the value of using the multi-method approach in exploring insights that would not have emerged from more commonly methodologies. The act of using the three methods in the process of collecting the data by the study helps in making the study a unique one also in having adequate data from the teachers and the students. Similarly, it helps in

creating an acceptable value of writer identity through the medium of writing. Therefore, the use of these methods gives a sound methodological contribution into the world knowledge and research which future researchers can adopt in order to understand any complex phenomena related to writing in English as a second language. Consequently, the analysis of the data contributes also to enriching current understanding of students writing that covers the phenomenon of identity and self-other relation. In this regard, future studies can use qualitative method in collecting and analyzing data on a similar phenomenon that is related to written or spoken communication.

The study demonstrates the role of the others in the context of written communication tremendously towards improving the writing skill among ESL learners in Nigerian context. Presently, the English language teachers in Nigerian context used to pay more attention on the content of the students written essays such as students' errors which include the use of appropriate tenses, spellings and punctuation marks during teaching and evaluation not knowing that more need to be done in order to facilitate and promotes the understanding and the use of the knowledge of linguistics elements through the medium of written communication. In this regard, the English teachers should be aware that other aspects of how students reflect their identity and self-other in writing are equally important in enhancing the students' written communication. Also, the study can have impact in the area of using the findings toward enhancing their pedagogical strategy in a way that the teachers can share the knowledge and students understanding of identity and self-other relations in writing. Similarly, the study can help the syllabus designers and the

English language teachers by revisiting the way their students use knowledge of linguistics competence specifically through their written communication as non-native learners of English language in Nigerian context.

6.4 Limitation of the Study

The respondents of this study were only from five senior secondary school students in Adamawa state Nigeria and English teachers. Also, the research focuses on public secondary schools. Hence, private secondary schools were not included. The study also employed qualitative approach in the course of collecting and analyzing the data. Meanwhile, the study only focuses on narrative essay as one of the types of writing tasks taught to the students at that level of education in Nigeria. The researcher only interviewed few students out of those that participated in the writing task and the observation was done during the period of the writing task and interviews. Finally, the findings of the study represent the schools at Adamawa state, north-eastern Nigeria. Hence, it cannot be appropriate to generalize the findings to private schools and to the other sister countries since they might differ in their secondary schools educational system.

6.5 Recommendations for Future Studies

This current study has several recommendations for budding researchers. This study uses three different methods in collecting data which consist of the students writing as the main data, in-depth interviews, and observation were used to supplement the main data that emerged from the students sample essay. I thus recommend that future studies should consider using it in similar phenomenon on second language writing

by non-native learners. Other researchers can explore the writing of private secondary schools students or undertake a comparative study between public and private secondary school students' writing. Studies should also be conducted on how self and other relations are constructed in the other genres of writing, for instance, project paper and dissertations among students at the higher institutions of learning. Future researchers can consider diverse participants from different gender, religious, ethnic, and family backgrounds. In this regard, examining the writing of a specific gender among the students at any level of education across the world can be pursued.

Moreover, it is recommended that the phenomenon of identity and self-other relations in second language writing need to be included in an ESL writing syllabus because that will help the second language learners to reflect about their identities and how to refer to their audience (other) through the means of writing by using their linguistics competence. Finally, I recommend that more attention should be given by the relevant organizations such as National institute for Nigerian languages (NINL), National teachers institute (NTI), policy makers on education, states and federal ministries of education towards enhancing and promoting writing in second language. English language teachers are expected to provide adequate guide, training and re-training of their students in using appropriate linguistics elements in communicating personal experiences through the medium of writing in English.

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Appendix A

Research Participant Consent Form

Each participant is given the consent form below before participating in the research:

I have been asked to participate in the research on how students write narrative essays.

I understand that this is a voluntary act and there is no right or wrong answer. I agree to participate fully in the study.

Signed.....

Date.....

Age:

Ethnic group:

Respondent Code/Pseudonym:



Appendix B

Instruction for the Written Test

The teacher for each class is given the handout below on instructions for the test to be read verbally to the students.

1. Time allowed for the written test exercise is forty-five (45) minutes.
2. Communication or discussion is not allowed during the written test session.
3. No sharing of ideas is allowed during the test.
4. You are only allowed to channel your question to the teacher or invigilator not to any of your colleagues.
5. The essay should not exceed three hundred and fifty (350) words as mentioned in the instruction sheet.
6. Clear handwriting and clarity of expressions are encouraged.
7. You are advised to use foolscap papers.

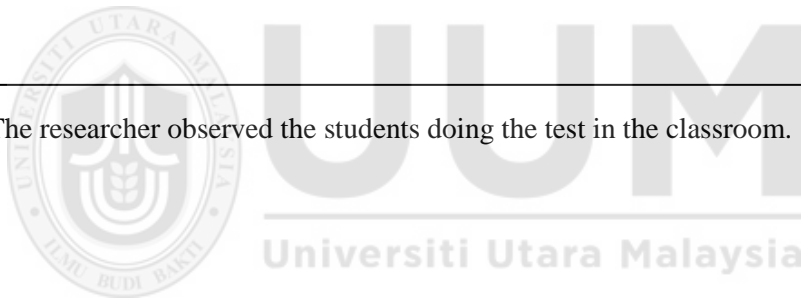
Note: Also assisted the teachers in the three schools as invigilator.

Appendix C
Topic for Narrative writing

Write a narrative essay based on the following topic. Your essay **should not be more than three hundred and fifty (350) words**.

My Experience as a Junior Secondary School Student

Note: The researcher observed the students doing the test in the classroom.



Appendix D

In-depth Interview: Samples of Students' Responses

The interviews were conducted and transcribed into English language. The following are the samples of the transcribed students' responses:

In an attempt of communicating myself through spoken or written text, I used to borrow some words from Arabic to enable me express my points and as well describe who I am to my listeners or readers. Mostly, the most frequent borrowed words are usually common nouns that and the origin of the words is Arabic language. (Garba-S)

Yes sir, I understand that always my writing tells who am I to my readers easily in relation my gender, religion, tribe, and social status. In fact, no way I can write without the text speaks about me... (Nasir-S)

In most of my writing, I make use of nouns, more specifically common nouns to communicate to my reader about myself. Using the common nouns can help my reader to understand the identity of the writer easily... (Sunday-S)

Note: S = Student

Appendix E

In-depth Interview: Samples of Teachers' Responses

The interviews were conducted and transcribed into English language. The following are the samples of the transcribed teachers' responses:

No, not all of them have the habit of using borrowed words in their writing as a way of displaying their identity. Only few, who are mostly Muslim, used Arabic words during their writing particularly in a classroom situation ... (Mayo-T).

In fact, it is true that some of my students use borrowed words from world languages such as Arabic language during their writing which conveys their faith. The most frequent words used by them were insha Allah, Islam, Qur'an, Muslim, Assalamu alaikum which easily inform me as a reader about the profile of the student... e.t.c (Chekke-T).

For certain, I understand most of my students through their writing entails their faith and family background which influence the content of their written texts and gives me information about them... (Princess-T)

Note: T = Teacher

Appendix F
Researcher's Checklist and Reflections during Writing Task and
Classroom Observation

School.....Subject.....Class.....Time.....
Date.....Name of Observer.....

Time Management

Describe how the students manage their time in the writing test.

Describe how the writers' keep to the length required for the essay.

Instructions

Describe how the participants understood the question.

Describe the level of their concentrations in the written test and the interview sessions.

Research Participants'

Describe how the teachers relate to the students in the class.

Describe how the students relate to the teachers in the class.

Describe how the writing of the students in the classroom situation displays their personal identity using language.

Researcher's Reflections

Generally, describe the quality of the sample essays.

Highlight the weaknesses/inadequacies of the sample narratives.

Appendix G

Student's Narrative Writing (W41): Sample 1

The experience I had in my Junior Secondary school

Junior secondary school is one of the stage in everyone's education. Everyone had different experiences when they were in Junior Secondary school, and I am not an exception too.

When I was in Junior Secondary school, I experienced a lot of things, some which I did not notice until I found myself in Senior section. Most of the experiences I had are related to most of the students, such as, having good company, effects of coming to school late, fail to accomplish one homework, lack of concentration in the class to mention but a few.

Illustration

My first experience I had, was company (friend), normally people judge one by his/her friends, i.e. if your friends are good you will be seen by people as good and vice-versa. *Self & other* It is said by wise men, if you want to know the attitude and character of a person look at his friends, they will definitely define him/her. What I experience here is that, if a student want to be successful in his/her studies and academic affairs, ~~to him/her~~ he/she has to be friend with successful friends. When one fall in the hands of bad friends, the successfulness of his/her education will hardly flourish.

Another experience I had was, the effect of coming late to school. Frankly, when I was in Junior secondary school, I am late-comer type, I rarely ^{late} come to school in time. It was not long enough when I discovered that, I am losing a lot. The school I attended use to teach the important subjects such as English, Mathematics, Physics, and Chemistry in the morning. So, those that come late always loose

Illustration

Appendix H

Student's Narrative Writing (W8): Sample 2

No. 8

Date _____

Presently, as a senior secondary school student. During my junior secondary school days, I have the opportunity to go through different academic and non-academic activities which gives me a lot of experiences.

First and foremost as a junior student even though I am not a female student, but, I participate in the cooking at the school kitchen which is compulsory for every student to partake once in a week.

Another interesting experience is about the participation in the religious activities which is mostly organised on Saturday as all us Muslims we do have one meeting under the umbrella of (MSSN) Muslim Student Society of Nigeria which is headed by our Ameer and Ameerah of the society.

Moreover, because of the economic of my parents after the junior secondary school some of my school mates whose parent are rich were taken to private schools. In fact this wanted to affect my education.

In addition, only during my senior secondary school days that I have the experiences of friendship with a girl friend. I am lucky that girl is a serious student in terms of her education which also encouraged me to concentrate more because I love her which I don't want to reveal my academic weakness to her.

In our school we don't have any nationalities. But, because the school is located in an area predominantly are Muslim and Hausa-Fulani tribe, I have not found difficulties in terms of interaction with the community because I am also Muslim and Fulani by tribe.

On the other hand, Another interesting experiences

Appendix I

Student's Narrative Writing (W24): Sample 3

No. _____

Date _____

(24)

I am an (SS II) Form Five student of A.S.S. Mkt. I have many experiences during my senior secondary school days which I want to share with you.

Financial
Stress

Decision
(Apprentice
ship)

Financial
Stress

One of the most important experience which I can not forget through out my life time is how I manage to maintain myself and pay school fees which I found very difficult. But, with the help of Allah subhanahu wa ta'ala I have able to do that through using my weekends to go to the town and look for minimal job to do in order to get some money to take care of myself. I found myself in this situation because my parents are poor people.

Gender

Secondly, another wonderful experience that even motivated me to concentrate on my studies more is how a particular female got leading our class in terms of performance which I said to myself I can not aloud that to happen to me as a man.